

OXFORD Business English

# English for Presentations

Marion Grussendorf

EXPRESS SERIES



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UNIVERSITY PRESS

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M-ROM



## MultiROM

**English for Presentations** is accompanied by a MultiROM  
which has a number of features.

**Interactive exercises** to practise useful phrases, vocabulary,  
and communication through your computer.

**Listening extracts.** These are in enhanced audio format that  
can be played on a conventional CD-player or through the  
audio player on your computer.

If you have any problems, please check the technical sup-  
port section of the readme file on the MultiROM.





# Contents

| PAGE | UNIT TITLE                                  | TOPICS  | USEFUL PHRASES   |
|------|---|---|--|
| 5    | <b>1 Let's get started</b>                  | Welcoming your audience<br>Introducing yourself and the topic<br>Dealing with nervousness                       | Opening a presentation<br>Structuring a presentation<br>Organizational details (talking about timing, handouts, questions)<br>Getting the audience's attention |
| 15   | <b>2 Today's topic is ...</b>               | Body language<br>Tips on presenting to an English-speaking audience   | Signposting (phrases to organize your presentation)<br>Talking about difficult issues<br>Referring to other points<br>Adding ideas                             |
| 23   | <b>3 My next slide shows ...</b>            | Presentation tools<br>Using approximate numbers<br>Creating effective visuals<br>Presenting visuals effectively | Introducing visuals<br>Saying numbers<br><i>The rule of six</i><br>Emphasizing important points<br>Making contrasts and describing results                     |
| 32   | <b>4 As you can see from this graph ...</b> | Types of visuals<br>Describing graphs and charts<br>Interpreting visuals<br>Tips for describing trends          | Talking about visuals<br>Talking about trends (verb tenses, adjectives and adverbs)  |
| 42   | <b>5 To sum up ...</b>                      | Concluding a presentation<br>Strategies for a good conclusion   | Summarizing the main points<br>Making recommendations<br>Phrases for effective conclusions<br>Using your voice effectively (stressing words, making pauses)    |
| 50   | <b>6 Any questions?</b>                     | Handling the question and answer session  | Dealing with questions<br>Asking polite questions<br>Anticipating questions<br>Dealing with interruptions<br>Reforming questions                               |

| PAGE | APPENDIX                      |
|------|-------------------------------|
| 58   | Test yourself!                |
| 60   | Answer key                    |
| 66   | Transcripts                   |
| 70   | A-Z word list                 |
| 73   | Presentation trainer          |
| 78   | Useful phrases and vocabulary |

## About the book

In many companies, presentations are now a common feature of working life. It is also becoming increasingly common to have to give presentations in English. Giving a presentation in a foreign language is a real challenge, even for those who have a good knowledge of the language. With **English for Presentations** you can learn the vocabulary and expressions that you need when giving a presentation. There are also several useful tips that will help you to present in English more effectively.

**English for Presentations** consists of six units, and covers all the stages of presentations and several related topics. Every unit begins with a **Starter**, which consists of short exercises, questionnaires, or quizzes. This is followed by excerpts from presentations with listening activities, gap-fills, and a variety of exercises which will enable you to learn and practise specific expressions and structures. At the end of each unit is a **Checklist** which summarizes the most important aspects of the unit. This is followed by an **Output** text that relates to the topic of the unit and will lead to discussions.

**English for Presentations** also covers presenting techniques; the composition, structure, and how to deliver of a presentation. It also addresses other issues like body language, visuals, and interaction with the audience. When you have worked through all the units you can **Test yourself!** with a fun crossword.

At the back of **English for Presentations** you will find the practical **Presentation trainer**. The **Presentation trainer** enables you to prepare thoroughly, to structure the presentation well, and finally to evaluate it. If you follow the **Presentation trainer** each time that you need to give a presentation then you can go through all the relevant stages and questions systematically and you will be well prepared for your presentation.

There is an **Answer key** at the back of the book, where you can check your answers. There is also an **A–Z word list**, the **Transcripts** of the listening extracts, and a **Useful phrases and vocabulary** section, which you can use at work when you want to look up expressions to use in presentations quickly.

The **MultiROM** contains all the **Listening extracts** from the book. These can be played through the audio player on your computer, or through a conventional CD-player. In order to give yourself extra listening practice, listen to it in your car or copy to your MP3-player. The **Interactive exercises** let you review your learning by doing exercises on your computer; this will be particularly valuable if you are using the book for self-study.

## 1

## Let's get started

## STARTER

Work with a partner. Ask the questions below and make a note of the answers. Then tell the group what you found out and discuss.



- ① How often do you give presentations in your job?
- ② Who do you normally present to? (Colleagues, customers, other firms, etc.)
- ③ When was the last time you gave a presentation in English? Was it a success? If yes, why? If not, why not? Explain your answer.
- ④ How do you feel about presenting in a foreign language?
- ⑤ Think of an excellent (or terrible) presentation that you have attended. What made it good (or bad)?



# 1 Listen to the opening sentences of the three presentations and complete the table.

|                               | Presentation 1 | Presentation 2 | Presentation 3 |
|-------------------------------|----------------|----------------|----------------|
| Presenter's name              |                |                |                |
| Presenter's position/function |                |                |                |
| Topic of presentation         |                |                |                |
| Who is the presentation for?  |                |                |                |

Which presentations are formal and which less formal?



**2 Listen to the openings again and complete the sentences.**

AUDIO

**Presentation 1**

- 1 \_\_\_\_\_, let me thank you all for being here today.
- 2 Let me \_\_\_\_\_ myself. My name is ...
- 3 I'm here today to \_\_\_\_\_ our new semi-automatic shelving system.
- 4 My talk is \_\_\_\_\_ relevant to those of you who \_\_\_\_\_ for the different parts we supply.

AUDIO

**Presentation 2**

- 5 I'm happy that so many of you could \_\_\_\_\_ today at such short \_\_\_\_\_.
- 6 As you can see on the \_\_\_\_\_, our \_\_\_\_\_ today is project documentation.
- 7 This is extremely \_\_\_\_\_ for all of us who are directly \_\_\_\_\_ in international project management, right?

AUDIO

**Presentation 3**

- 8 I'm \_\_\_\_\_ that you all have very tight \_\_\_\_\_, so I appreciate you taking the time to come here today.
- 9 As you \_\_\_\_\_ know, my name is ... I'm the new \_\_\_\_\_ manager here at Weston Ltd.
- 10 Today's topic will be very important for you as \_\_\_\_\_ since \_\_\_\_\_ your help to evaluate and select candidates for training.

**3 Put the sentences from above in the correct category (a-d).**

- a saying what the topic is: ☐ ☐
- b welcoming the audience: ☐ ☐ ☐
- c saying who you are: ☒ ☐
- d saying why the topic is relevant for the audience: ☐ ☐ ☐

**Now put a-d in the order you would use to start a presentation.**

☐ ☐ ☐ ☐



#### 4 Match these less formal phrases with the more formal phrases in the table.

What I want to do today is ...

I know you are all very busy ...

As you know, I'm ...

OK, shall we get started?

It's good to see you all here.

Hi, everyone.

Today I'm going to talk about ...

In my talk I'll tell you about ...

| More formal   | Less formal |
|---|-------------|
| Good afternoon, ladies and gentlemen.                   | 1           |
| Today I would like to ...                               | 2           |
| Let me just start by introducing myself. My name is ... | 3           |
| It's a pleasure to welcome you today.                   | 4           |
| In my presentation I would like to report on ...        | 5           |
| The topic of today's presentation is ...                | 6           |
| I suggest that we begin now.                            | 7           |
| I'm aware that you all have very tight schedules ...    | 8           |

#### 5 Now practise the opening of a presentation. Use phrases from the box and follow the WISE flow chart.

Welcome  
audienceIntroduce  
yourselfSay what the  
topic isExplain why audience  
will be interested

##### OPENING A PRESENTATION

###### Welcoming the audience

Good morning/afternoon, ladies and gentlemen.  
Hello/Hi, everyone.

First of all, let me thank you all for coming here today.

I'm happy/delighted that so many of you could make it today.

###### Introducing yourself

Let me introduce myself. I'm Dave Elwood from ...  
For those of you who don't know me, my name's ...  
As you probably know, I'm the new HR manager.  
I'm head of logistics here at Air Spares.  
I'm here in my function as the Head of Controlling.

###### Saying what your topic is

As you can see on the screen, our topic today is ...

Today's topic is ...

What I'd like to present to you today is ...

The subject of my presentation is ...

###### Explaining why your topic is relevant for your audience

My talk is particularly relevant to those of you/us who ...

Today's topic is of particular interest to those of you/us who ...

My/The topic is very important for you because ...

By the end of this talk you will be familiar with ...

**!** Remember to use words like *we*, *us*, and *our* to highlight common interest.



## STRUCTURING A PRESENTATION (1)

Most formal – and many informal – presentations have three main parts and follow this simple formula:

- |  |                |
|--|----------------|
| 1 Tell the audience what you are going to say! | = Introduction |
| 2 Say it!                                      | = Main part    |
| 3 Tell them what you said!                     | = Conclusion   |

There are several ways you can tell the audience what you are going to say.

**would like + infinitive**

Today **I'd like to tell** you about our new plans.

This morning **I'd like to bring** you up to date on our department.

**going to + infinitive**

**I'm going to talk** to you today about new developments in the R & D Department.

This afternoon **I'm going to be reporting** on the new division.

**will + infinitive**

**I'll begin** by explaining the function.

**I'll start off** by reviewing our progress.

After that, **I'll move** on to my next point.

**will be + verb -ing**

**I'll be talking** about our guidelines for Internet use.

During the next hour **we'll be looking** at the advantages of this system.

## 6 Complete sentences 1–8 with the correct form of the verb and a sentence ending from below.

you on the proposed training project

you up to date on SEKO's investment plans

you how the database works

~~you an overview of our present market position~~

at business opportunities in Asia

on our financial targets for the division

by telling you about what Jane's group is working on

about EU tax reform

- |          |   |
|----------|---|
| 1 give   | Today I'd like to <u>give you an overview of our present market position.</u> |
| 2 show   | I'll be <u>showing</u>  |
| 3 talk   | During the next two hours we'll be _____                                      |
| 4 bring  | I'd like to _____   |
| 5 report | This afternoon I'm going to _____   |
| 6 update | Today I'd like to _____   |
| 7 look   | This morning we'll be _____   |
| 8 begin  | Today I'll _____  |

**STRUCTURING A PRESENTATION (2)**

The purpose of the introduction is not only to tell the audience who you are, what the talk is about, and why it is relevant to them; you also want to tell the audience (briefly) how the talk is structured. Here are some useful phrases to talk about the structure.

***I've divided my presentation into three (main) parts: x, y, and z.***

***In my presentation I'll focus on three major issues.***

***First (of all), I'll be looking at ..., second ..., and third ...***

***I'll begin / start off by explaining ...***

***Then / Next / After that, I'll go on to ...***

***Finally, I'll offer some solutions.***

- ! The most common way to structure a presentation is to have three main parts, and then subdivide them into (three) smaller sections.**

**7 Complete the sentences with the words in the box.**

after • all • areas • divided • finally • start • then • third

1

I'll be talking to you today about the after-sales service plans we offer. I'll \_\_\_\_\_<sup>1</sup> by describing the various packages in detail. \_\_\_\_\_<sup>2</sup> I'll go on to show you some case studies. \_\_\_\_\_<sup>3</sup>, I'll discuss how you can choose the best plan to meet your customers' needs.

2

I've \_\_\_\_\_ my talk into three main parts. First of \_\_\_\_\_<sup>5</sup>, I'll tell you something about the history of our company. \_\_\_\_\_<sup>6</sup> that I'll describe how the company is structured and finally, I'll give you some details about our range of products and services.

3

I'd like to update you on what we've been working on over the last year. I'll focus on three main \_\_\_\_\_<sup>7</sup>: first, our joint venture in Asia; second, the new plant in Charleston. And \_\_\_\_\_<sup>8</sup>, our redevelopment project.

**8 Complete the sentences with the prepositions in the box.**

about • at • for • into • of • on • to • with

- 1 Thank you \_\_\_\_\_ coming all this way.
- 2 I've divided my presentation \_\_\_\_\_ three parts.
- 3 First of all, I'll give you an overview \_\_\_\_\_ our financial situation.
- 4 First, we'll be looking \_\_\_\_\_ the company's sales in the last two quarters.
- 5 In the first part of my presentation I'll focus \_\_\_\_\_ the current project status.
- 6 Point one deals \_\_\_\_\_ APG's new regulations for Internet use.
- 7 Secondly, I'll talk \_\_\_\_\_ our investment in office technology.
- 8 After that I'll move on \_\_\_\_\_ the next point.

AUDIO



## 9 The project manager of a construction company is giving a presentation to his colleagues. Put the sentences in the right order. Then listen and check.

- ☐ a This morning I'd like to update you on the current status of work at the construction site. The information I give you today should help you with planning your next steps.
- ☐ b For those of you who don't know me, my name is Gordon Selfridge. Let me just write that down for you. OK. I'm the project manager in charge of the Bak Tower building project in Dubai.
- ☐ c I've divided my presentation into three parts.
- ☒ 1 d Hello, everyone.
- ☐ e Then I'll move on to the problems we're facing with our local suppliers.
- ☐ f First of all, let me thank you for coming here today. I'm aware that you're all busy preparing for the annual meeting this week, so I really appreciate you taking the time to be here.
- ☐ g I'll start off by showing you some photos of the building site and discussing the progress we've made since January.
- ☐ h My talk should take about 30 minutes. Please feel free to interrupt me at any time with questions.
- ☐ i I'll end with some ideas for reducing labour costs that we've been looking into.
- ☐ j Oh, and don't worry about taking notes. I'll be handing out copies of the PowerPoint slides.



Now put these points in the order in which Gordon mentions them.

|   |   |  |
|---|---|--|
| <p><b>A</b> reducing labour costs</p>       | <p><b>D</b> update on current status</p>    | <p><b>G</b> problems with local suppliers</p>    |
| <p><b>B</b> welcome &amp; introduction</p>  | <p><b>E</b> handout after presentation</p>  | <p><b>H</b> questions during presentation OK</p> |
| <p><b>C</b> 30 minutes for presentation</p> | <p><b>F</b> progress made since January</p> | <p><b>I</b> three main parts</p>                 |



**10 Look again at these sentences from the presentation and replace the highlighted words with words or phrases from the box.**

after that • begin • I'm • realize • responsible for • sections • turn

- 1 I'll **start off** by showing you ... *I'll begin by showing you ...* \_\_\_\_\_
- 2 I've divided my presentation into three **parts**. \_\_\_\_\_
- 3 For those of you who don't know me, **my name is** Gordon Smith. \_\_\_\_\_
- 4 **Then** I'll **move on** to the problems ... \_\_\_\_\_
- 5 I'm the project manager **in charge of** our Dubai building project. \_\_\_\_\_
- 6 **I'm aware** that you're all busy preparing for the annual meeting ... \_\_\_\_\_

**ORGANIZATION**

The final part of the introduction deals with the organization of the talk: how long it will last, whether there will be handouts, and how questions will be handled.

**Timing**

My presentation will take about 20 minutes.

It should take about 30 minutes to cover these issues.

**Handouts**

Does everybody have a handout/brochure/report? Please take one, and pass them on.

Don't worry about taking notes. I've put all the important statistics on a handout for you.

I'll be handing out copies of the PowerPoint slides at the end of my talk.

I'll email the PowerPoint presentation to you.

**Questions**

There will be time for questions after my presentation.

If you have any questions, feel free to interrupt me at any time.

Feel free to ask questions at any time during my talk.

**11 Match the two parts to make typical sentences from the introduction.**

- |   |   |
|---|---|
| 1 For those of you who don't know me,     | a to take notes. Everything is on the handout.    |
| 2 Feel free to                            | b about 10 minutes.                               |
| 3 This won't take more                    | c I'm Bob Kay in charge of the software division. |
| 4 I'll be passing out                     | d ask questions at any time.                      |
| 5 This part of the presentation will take | e for questions after my talk.                    |
| 6 I'll start off by giving you            | f an overview of our product range.               |
| 7 There's no need                         | g handouts in a few minutes.                      |
| 8 There will be time                      | h than 20 minutes of your time.                   |

AUDIO



## 12 Listen to the beginnings of four presentations. Which one starts with:

- a a rhetorical question? ☐ c an anecdote? ☐  
b an interesting fact? ☐ d a problem to think about? ☐

AUDIO



### Listen again and complete the sentences.

- 1 \_\_\_\_\_, I was sitting in the waiting room at the dentist's the other day when I \_\_\_\_\_ something very interesting in one of the \_\_\_\_\_ that was lying there.
- 2 \_\_\_\_\_ you worked in a small to medium-sized company and were \_\_\_\_\_ for making people in your company aware of health and safety issues. How would you \_\_\_\_\_?
- 3 \_\_\_\_\_ that the number of possible ways of playing the first four moves per side in a game of chess is ...?
- 4 So, let me start by \_\_\_\_\_. Why should we introduce a double quality check here at Auto Spares & Parts ...? Well, I'm here today to \_\_\_\_\_.

### GETTING THE AUDIENCE'S ATTENTION

Experts say that the first few minutes of a presentation are the most important. If you are able to get the audience's attention quickly, they will be interested in what you have to say. Here are a few techniques you can use to start your talk.

#### Ask a rhetorical question

Is market research important for brand development?  
Do we really need quality assurance?

#### Start with an interesting fact

According to an article I read recently, central banks are now buying euros instead of dollars.  
Did you know that fast food consumption has increased by 600% in Europe since 2002?

#### Tell them a story or anecdote

I remember when I attended a meeting in Paris. ...  
At a conference in Madrid, I was once asked the following question: ...

#### Give them a problem to think about

Suppose you wanted to set up a new call centre. How would you go about it?  
Imagine you had to reorganize the sales department. What would be your first step?

## 13 Match items from the three columns to make attention-grabbing openings.

- |                                  |  |   |
|----------------------------------|--|---|
| 1 Did you know that              | that <i>can't</i> is a four-letter word. | Who would you tell first?                                       |
| 2 I read in an article somewhere | compete with the Chinese?                | by eliminating one olive from each salad served in first-class? |
| 3 Imagine                        | American Airlines saved \$40,000 in 1987 | Of course we can!   |
| 4 Can we really                  | you won a million euros.                 | I tend to agree with that!                                      |

**What presentation topics could you use each of the openings above for? Choose one of the openings and use it to practise the introduction of a talk.**



# 14 Put the words in the right order to make sentences with expressions from this unit.

- 1 shall OK get we started
- 2 my today subject presentation of satisfaction is the customer
- 3 will presentation thirty my about take minutes
- 4 issues on three focus I'll
- 5 by looking of status will the current project we the start at
- 6 that did know popular China car is this very in you

# 15 Put the notes in the correct order, then prepare two openings of a presentation: a formal one and a less formal one. Use the checklist for introductions below if you need help.

A  
B. Miller,  
product manager,  
FIT-Healthcare

20 minutes

promotional video

Good morning,  
ladies and gentlemen.

relevant for sales  
staff

three parts



D  
products

H  
new wellness products

questions at end

welcome, etc.

Hi, everyone.



## CHECKLIST FOR INTRODUCTIONS



- ☒ 1 Welcome the audience.
- ☒ 2 Introduce yourself (name, position/function).
- ☒ 3 State your topic.
- ☒ 4 Explain why your topic is important for the audience.
- ☒ 5 Outline the structure of your talk.
- ☒ 6 'What comes when?' say when you'll be dealing with each point.
- ☒ 7 Let the audience know how you're organizing the presentation (handouts, questions, etc.).

# 16 Now it's your turn. Think of a talk you have given or would like to give and use the checklist to prepare your introduction. Try to use phrases from this unit.



## OUTPUT

Read this article from a website on business communication and discuss the questions which follow.

## Dealing with nervousness

The American author Mark Twain once put it like this: 'There are two types of people: those that are nervous and those that are liars.' So, once you accept that (almost) everybody who gives a presentation – whether formal or informal, long or short, to strangers or colleagues – is nervous, then you just need to find ways to deal with nervousness and even learn how to use it to your advantage.

Let's first look at ways to deal with and reduce nervousness.

- 1 **Prepare well.** 'Failing to prepare is preparing to fail.' Preparation is the key to a successful presentation. Nothing will relax you more than knowing exactly what you want to say and having practised saying it. Make sure you practise your talk until you feel at home with it – then you can concentrate on other things.
- 2 **Learn to relax.** Doing stretching or breathing exercises before your talk can help you to reduce nervousness. One example: before your presentation, sit comfortably with your back straight. Breathe in slowly, hold your breath for about five seconds, then slowly exhale. You can relax your facial muscles by opening your eyes and mouth wide, then closing them tightly.
- 3 **Check out the room.** Make yourself familiar with the place where you will be speaking. Arrive early, walk around the room, and make sure everything you need for your talk is there. Practise using any equipment (e.g. microphone, video projector, OHP) you plan to work with.
- 4 **Know your audience.** If possible, greet your audience as they arrive and chat with them. It will be easier to speak to people who are not complete strangers.
- 5 **Concentrate on the message.** Try to focus on the message and your audience – not on your own fears.
- 6 **Visualize success.** Imagine yourself speaking to your audience in a loud and clear voice. Then visualize the audience applauding loudly at the end of your talk as you smile.



Use the steps above to reduce nervousness, but also remember that being nervous isn't all bad. Many experienced presenters say that you can also use your nervousness to give you that extra energy that you need to give a good performance.

### OVER TO YOU

What other tips can you think of for dealing with nervousness?  
 How do you deal with nervousness before or during a presentation?  
 How do you prepare your presentations?

## 2

## Today's topic is ...

## STARTER

Do this quiz about body language. Sometimes more than one answer is possible.

## YOU'RE GIVING A PRESENTATION ...

## 1 How should you stand?

- a Arms crossed on chest.
- b Straight but relaxed.
- c Knees unlocked.

## 2 What should you do with your hands?

- a Put hands on hips.
- b Put one hand in a pocket.
- c Keep hands by your side.

## 3 How can you emphasize something?

- a Point finger at the audience.
- b Move or lean forward to show that something is important.
- c Use a pointer to draw attention to important facts.

## 4 What should you do when you feel nervous?

- a Hold a pen or cards in your hands.
- b Walk back and forth.
- c Look at the flip chart or screen (not at the audience).



## 5 How should you keep eye contact with the audience?

- a Make eye contact with each individual often.
- b Choose some individuals and look at them as often as possible.
- c Spread attention around the audience.

## 6 How fast should you speak?

- a About 20% more slowly than normal.
- b Just as fast as in a normal conversation.
- c Faster than in a normal conversation.



## 7 How should you express enthusiasm?

- a By raising voice level.
- b By waving arms.
- c By making hand or arm gestures for important points.

Discuss your answers with a partner. How much do you think personality and culture influence your body language during a presentation?



10-13

1 Listen to these excerpts from four different presentations. Write the number of the presentation next to the topic.

short-time work ☐ insurance market ☐ handbooks ☐ transport regulations ☐

Now decide in which presentation(s) the presenter is:

- informing the audience about something: \_\_\_\_\_
- suggesting some solutions to a problem: \_\_\_\_\_



## 2 Listen again to how the presenters talk about the purpose of their talks. Complete the sentences.

- 1 What \_\_\_\_\_ today is to make some suggestions on how we can make our handbooks more user-friendly.
- 2 The \_\_\_\_\_ of my talk is to provide you with information on the \_\_\_\_\_ in the insurance market in the last few months.
- 3 What I \_\_\_\_\_ this morning is to show you how we could reorganize our working hours.
- 4 The \_\_\_\_\_ is to bring you up to date with the latest changes which will be introduced on January 1.

## 3 Use the notes to write sentences which can be used to state the purpose of a presentation. (Put in prepositions and other words where necessary.)

- 1 purpose of talk today/update you/new developments/R&D  
\_\_\_\_\_  
\_\_\_\_\_
- 2 what I want to do/present alternatives/existing booking procedures  
\_\_\_\_\_  
\_\_\_\_\_
- 3 my aim/show/how cut costs/IT support  
\_\_\_\_\_
- 4 objective of presentation/give overview/British job market  
\_\_\_\_\_  
\_\_\_\_\_
- 5 our goal/determine/sales targets/next year  
\_\_\_\_\_
- 6 here today/report/company's investment plans  
\_\_\_\_\_



## 4 An expert is talking about the Traffic Support Centre (TSC) in her city. Listen to the talk and put the points below in the order she mentions them.

- ☐ a what the TSC does (main activities)
- ☐ b how traffic data is collected
- ☐ c why the TSC was started
- ☐ d how motorists benefit from the system
- ☐ e how traffic information is given to motorists





**Now listen to the presentation again and complete the sentences.**

OK, \_\_\_\_\_<sup>1</sup> the background and the reason we developed the programme. Any questions? OK. So, \_\_\_\_\_<sup>2</sup> to the next point and take a closer look at the Traffic Support Centre itself. \_\_\_\_\_<sup>3</sup>, the TSC was set up in 2001 to help traffic flow more smoothly, and basically to make the lives of motorists easier. In this part of my presentation \_\_\_\_\_<sup>4</sup> you about the centre's activities, how we work exactly and how motorists benefit from our services.

So, \_\_\_\_\_<sup>5</sup> a brief overview of the TSC's activities. Our main activities are to collect, analyse, and communicate traffic information. After collecting traffic data from a number of different sources, we analyse them and then we inform the media, the police, or other authorities, and – last but not least – the motorists. (...)

This now leads us to \_\_\_\_\_<sup>6</sup>. How does the TSC collect data? Traffic-monitoring equipment has been installed across the main traffic routes, which helps us gather real-time information on traffic speed and traffic flow. Additionally, we use variable traffic sensors and cameras. We also work together with other partners and authorities, for example the police, traffic officers, and the media. Let me show you a few examples of how this works. (...)

\_\_\_\_\_<sup>7</sup> collecting data.

\_\_\_\_\_<sup>8</sup> to the next issue. How do we communicate information to motorists? We do this in a number of ways: by using electronic road signs, the Internet and radio, and state-of-the-art telephone technology. (...)

Let me now come back to \_\_\_\_\_<sup>9</sup>. The TSC wants to make the lives of motorists easier. So, in what ways does the motorist benefit? Well, ... first: through real-time information about the traffic situation. Second, through better advice about alternative routes. Third, through safer roads and less driver stress.



- 5** 'Signposting' phrases are used to help guide the audience through a presentation. Complete this box of useful phrases with highlighted phrases from the presentation in exercise 4.

### SIGNPOSTING

#### Saying what is coming

1 *In this part of my presentation, I'd like to tell you about ...*

2 \_\_\_\_\_

#### Moving on to the next point

This leads directly to the next part of my talk.

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

#### Indicating the end of a section

This brings me to the end of my second point.

6 \_\_\_\_\_

7 \_\_\_\_\_

#### Referring back

As I mentioned before, ...

8 \_\_\_\_\_

Let's go back to what we were discussing earlier.

9 \_\_\_\_\_

#### Summarizing a point

I'd like to sum up the main points.

Let me briefly summarize what I've said so far.

- 6** Make 'signpost' sentences using elements from each column.

|                                      |                              |                                     |
|--------------------------------------|------------------------------|-------------------------------------|
| 1 Before I move on to my next point, | come back to                 | next question.                      |
| 2 This brings                        | the issue                    | point, which is price.              |
| 3 This leads                         | let me go                    | this question later.                |
| 4 Let's now turn to                  | we were discussing           | our new sales strategies.           |
| 5 As I mentioned                     | to the next                  | a brief overview of our activities. |
| 6 I'd like to                        | before, I'd like to give you | earlier.                            |
| 7 Let's go back to what              | us directly to my            | through the main issues once more.  |
| 8 As I said earlier,                 | I'll be focusing on          | of customer service.                |

## 7 Complete the sentences with words from the box.

back • covered • discussing • inform • leads • main points • sum up • wanted

- Let me now summarize the \_\_\_\_\_.
- We will be \_\_\_\_\_ our sales targets today.
- In my talk I'll \_\_\_\_\_ you about new marketing techniques.
- Before I move on, let me just \_\_\_\_\_ what I've said so far.
- I think we have \_\_\_\_\_ everything for today.
- OK, that's all I \_\_\_\_\_ to say about time management.
- This \_\_\_\_\_ directly to my second point.
- Let's go \_\_\_\_\_ to what I said at the beginning of my presentation.

## 8 Write the sentences using expressions with *as* and the information in the notes. Add missing words where necessary.

### EXPRESSIONS WITH AS

As you all know, ...  
As I've already explained, ...  
As I mentioned before/earlier, ...  
As I pointed out in the first section, ...  
As you can see, ...

- we/no budget for new software/this year (I mentioned this before)  
*As I mentioned before, we have no budget for new software this year.*
- Tony Dale/new marketing manager/print media (you all know this already)
- can't operate from local airport/because no permission (I said this at the beginning of my talk)
- choose between two options (I explained this ten minutes ago)
- sales have increased/10% since beginning of year (you can see this on the slide)

## 9 A manager is updating her group on some problems they've been having with one of the company's product lines. Listen to this excerpt from her informal presentation and say whether the following sentences are true or false. Correct the false sentences.

- The company is having problems with their new men's cosmetic products.
- The problems are in three areas: supply, distribution, and production.
- She identifies two problems in the area of supply: the plastic bottle supplier can't deliver the quantity they need and the quality of the bottles is poor.
- They have had to return around 14% of the bottles.
- They have to take care of the supply problem soon or they'll have trouble with Father's Day sales.







# 10 Complete these sentences from the presentation with the correct form of verbs from the box. Then listen again to check.

accept • cope • deal • have • identify • prevent • run • solve

As you probably know, we \_\_\_\_\_  
currently \_\_\_\_\_<sup>1</sup> difficulties  
with our new men's cosmetic line.

I'd like to quickly \_\_\_\_\_<sup>2</sup> the problems  
and then make some suggestions on how we  
can \_\_\_\_\_<sup>3</sup> with the consequences.

We've been trying to \_\_\_\_\_<sup>4</sup> with these  
problems – the delays, the poor quality – all along,  
but so far we've not been able to find ways to  
\_\_\_\_\_<sup>5</sup> them from happening again.

It's clear we can no longer continue  
to \_\_\_\_\_<sup>6</sup> these  
conditions.

If we \_\_\_\_\_ (not) our supply  
problems within the next two weeks, we  
\_\_\_\_\_<sup>8</sup> into serious trouble  
with respect to our Christmas business.

## TALKING ABOUT (DIFFICULT) ISSUES

I think we first need to **identify** the problem.  
Of course we'll have to **clarify** a few points before we start.  
We will have to **deal with** the problem of increasing prices.  
How shall we **cope with** unfair business practices?  
The question is: why don't we **tackle** the distribution problems?  
If we don't **solve** this problem now, we'll get into serious trouble soon.  
We will have to **take care of** this problem now.

## REFERRING TO OTHER POINTS

I'd like to mention some critical points **in connection with / concerning** payment.  
There are a few problems **regarding** the quality.  
**With respect / regard** to prices, we need more details.  
**According to** the survey, our customers are unhappy with this product.

## ADDING IDEAS

**In addition to** this, I'd like to say that our IT business is going very well.  
**Moreover / Furthermore**, there are other interesting facts we should take a look at.  
**As well as that**, we can offer excellent conditions.  
**Apart from** being too expensive, this model is also too big.  
To increase sales we need a new strategy **plus** more people.

**11 Choose the correct verb to fit the sentence.**

- 1 How are we going to **solve/deal/tackle** with delivery problems?
- 2 I don't think we can **cope/tackle/take care** with fewer people.
- 3 We think it's important to **identify/deal/cope** the problems now.
- 4 Who will **take care/deal/tackle** of our business clients?
- 5 We have been trying to **cope/solve/take care** the software problem.
- 6 Before we go on, let's **identify/clarify/solve** this question.

**12 Complete the sentences with the words from the box.**

according to • apart from • concerns • moreover • regarding • with regard

- 1 I'll give you an overview of some figures \_\_\_\_\_ to car exports.
- 2 \_\_\_\_\_, I'd like to tell you something about the new software.
- 3 Let's now turn to the next question which \_\_\_\_\_ customer service.
- 4 \_\_\_\_\_ a few spelling mistakes, the new brochure is very good.
- 5 Let me give you some details \_\_\_\_\_ our Chinese factory.
- 6 \_\_\_\_\_ the handbook, the scanner is user-friendly.

**13 Put the words in the right order to make sentences with expressions from this unit.**

- 1 move now to point next let's on the
- 2 all topic as today is you know our globalization
- 3 inform is to aim about my latest you the developments
- 4 be additionally figures discussing most will we the important
- 5 said brief give I you earlier a I'll as overview
- 6 study customers according with this it satisfied to our are

**14 It's your turn now. Prepare the main part of a presentation using phrases from this unit. Use the checklist to help.****CHECKLIST FOR THE MAIN PART OF A PRESENTATION**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> 1 <b>B</b> riefly state your topic again.    | <input checked="" type="checkbox"/> 5 <b>S</b> ignal the end of each part.                            |
| <input checked="" type="checkbox"/> 2 <b>E</b> xplain your objective(s).         | <input checked="" type="checkbox"/> 6 <b>H</b> ighlight the main points.                              |
| <input checked="" type="checkbox"/> 3 <b>S</b> ignal the beginning of each part. | <input checked="" type="checkbox"/> 7 <b>O</b> utline the main ideas in bullet-point form.            |
| <input checked="" type="checkbox"/> 4 <b>T</b> alk about your topic.             | <input checked="" type="checkbox"/> 8 <b>T</b> ell listeners you've reached the end of the main part. |





## OUTPUT

**Infomedia, a US telecommunications company, expects all employees to give presentations in English. Read this text from the newsletter of an Infomedia subsidiary in Asia and discuss the questions which follow.**

## Aled's Presentation Tips



As you all know, INFOMEDIA has been able to establish some important new business contacts with partners in the US this year. This also means that the need for English in meetings and presentations has increased. That's why we have asked our American colleague *Aled Hughes* from our Miami office to share a few tips with us.

### Clear and simple structure

Remember that your audience will benefit most from a very clear and logical structure. Don't overload the audience and try to use simple language.

### Your introduction

Some experts say this is the most important part of your presentation. In the first few minutes you can get your audience's attention, build rapport, and create a positive impression.

### Topic and objective

Clearly say what the topic and objective (or purpose) of your talk is. Repeat the topic and objective at some later time.

### Signposting

Let the audience know at all times what you want to do and how you want to do it. This method is common in the American business world – so use it!

### Repeating new information

Always repeat new details. This helps your audience to remember them and ensures optimal flow of information.

### Summarizing points

At the end of each section summarize the main facts to make sure everybody is following.

### Interaction with the audience

American audiences expect direct interaction. So treat them as individuals; show them that you care about their individual needs.

### Presenter's role

The presenter is often considered as important as his or her topic, and the presenter's role is to make sure the presentation – even one on a dry topic – is interesting and entertaining. To achieve this goal American presenters often use their personalities more and tend to be more enthusiastic than people from many other parts of the world.

### OVER TO YOU

Which of these tips do you find most useful? Can you add any other tips?

Have you ever presented to an American audience? How different are American audiences from those in your own country?

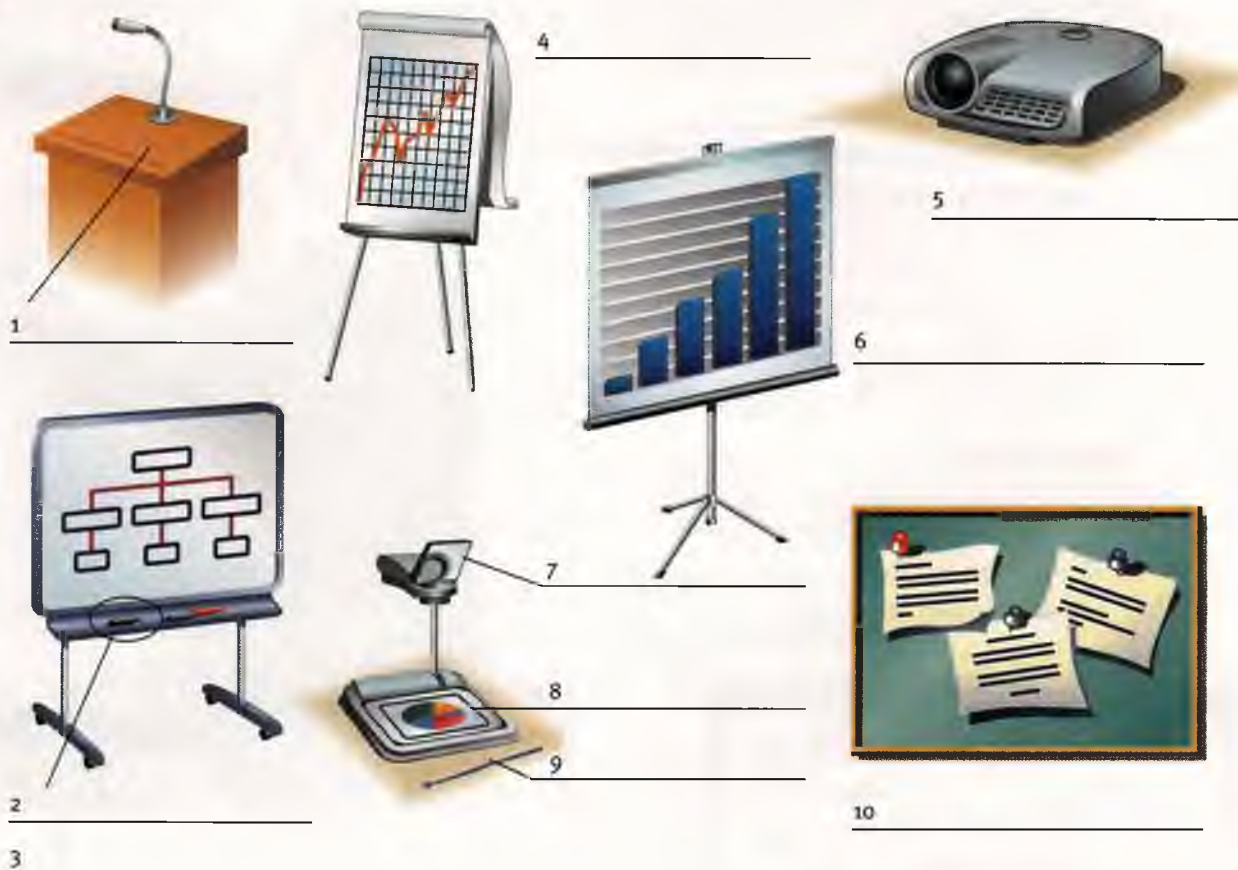


## 3

## My next slide shows ...

## STARTER

Do you know the English names of these media and tools used in presentations?



When, if ever, do you use the above media and tools in presentations? Which do you find the most effective? Why?

AUDIO



16-18

1 Listen to the three extracts from presentations and tick (✓) the media used.

|                  | 1 | 2 | 3 |
|------------------|---|---|---|
| flip chart       |   |   |   |
| whiteboard       |   |   |   |
| PowerPoint slide |   |   |   |



## 2 Now listen to the presentations again and complete the sentences.

### Presentation 1

- 1 Take a look at \_\_\_\_\_.
- 2 They clearly \_\_\_\_\_ how a combination of two significant external factors affected our business in the first \_\_\_\_\_ of this year.
- 3 I'll just write some \_\_\_\_\_ on the \_\_\_\_\_ and then we will go on to discuss the next point.

### Presentation 2

- 4 OK. Let's now \_\_\_\_\_ at our new magnetic ski rack Matterhorn which was launched in August.
- 5 On the \_\_\_\_\_ you will see an \_\_\_\_\_ of the Matterhorn X-15.

### Presentation 3

- 6 These are the \_\_\_\_\_ for Europe for the \_\_\_\_\_ three quarters of this year.
- 7 As you \_\_\_\_\_ here, we've had a very successful year.
- 8 To highlight our success even further, let's \_\_\_\_\_ to the 2003 figures on the previous \_\_\_\_\_.
- 9 Let me just \_\_\_\_\_ to it.



## 3 Match the two parts to make sentences used to refer to media.

- |                                |  |
|--------------------------------|--|
| 1 On the next page             | a from this picture, the design is absolutely new. |
| 2 My next slide shows          | b customers have complained about the service.     |
| 3 As you can see               | c how much the market has changed.                 |
| 4 Let me just show you some    | d I'll show you our latest poster.                 |
| 5 To illustrate this           | e at the figures on the next page.                 |
| 6 Let's now have a closer look | f which shows the market development in 2005.      |
| 7 Here we can see how many     | g interesting details.                             |
| 8 I have a slide               | h you will see a photo of the new XTK model.       |

## SAYING NUMBERS

Numbers, especially long ones, are often difficult for the audience to understand. Try to say numbers slowly and clearly, and point at them while speaking.

|                               |                           |                   |   |
|-------------------------------|---------------------------|-------------------|---|
| 2m                            | two million               | 235m <sup>2</sup> | two hundred and thirty-five square metres |
| 1.6bn                         | one point six billion     | 98%               | ninety-eight per cent                     |
| $\frac{1}{3}$ , $\frac{3}{4}$ | one-third, three-quarters | €150,000          | one hundred and fifty thousand euro(s)    |

Remember that:

- 1 we use a comma in English to show thousands and a point to show the decimal place.
- 2 we say '2 million' or '10 billion' (not ~~2 millions/10 billions~~).
- 3 we say '2 million dollars', '170 pounds' (not ~~2 million dollar/170 pound~~).



#### 4 How do you say these numbers in English? Write the numbers out in full. Then listen to check your answers.

- |                |                            |
|----------------|----------------------------|
| 1 251 _____    | 5 \$ 19.62 _____           |
| 2 7,489 _____  | 6 $\frac{2}{3}$ _____      |
| 3 3.8 bn _____ | 7 175 m <sup>2</sup> _____ |
| 4 € 49 m _____ | 8 1,240,000 _____          |
|                | 9 7.2 _____                |



#### 5 Listen to the three presentations and fill in the missing numbers below.

| <p>1</p> <div style="border: 1px solid black; padding: 10px;"> <p><b>Car sales in 2004, 1st &amp; 2nd quarter</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">1st quarter</th> <th style="text-align: center;">2nd quarter</th> </tr> </thead> <tbody> <tr> <td>Germany</td> <td style="text-align: center;">_____ <sup>1</sup></td> <td style="text-align: center;">19,600</td> </tr> <tr> <td>EU</td> <td style="text-align: center;">32,000</td> <td style="text-align: center;">_____ <sup>2</sup></td> </tr> <tr> <td>Non-EU</td> <td style="text-align: center;">_____ <sup>3</sup></td> <td style="text-align: center;">17,300</td> </tr> </tbody> </table> </div> |   | 1st quarter        | 2nd quarter | Germany | _____ <sup>1</sup> | 19,600 | EU | 32,000 | _____ <sup>2</sup> | Non-EU | _____ <sup>3</sup> | 17,300 | <p>2</p> <div style="border: 1px solid black; padding: 10px;"> <p><b>New open-plan office</b></p> <ul style="list-style-type: none"> <li>• dimensions: _____ <sup>4</sup> x 16 m</li> <li>• area: _____ <sup>5</sup></li> <li>• 12th floor</li> <li>• move on 15 February</li> </ul> </div> |
|---|---|--------------------|-------------|---------|--------------------|--------|----|--------|--------------------|--------|--------------------|--------|---|
|   | 1st quarter   | 2nd quarter        |             |         |                    |        |    |        |                    |        |                    |        |   |
| Germany   | _____ <sup>1</sup>  | 19,600             |             |         |                    |        |    |        |                    |        |                    |        |   |
| EU  | 32,000  | _____ <sup>2</sup> |             |         |                    |        |    |        |                    |        |                    |        |   |
| Non-EU  | _____ <sup>3</sup>  | 17,300             |             |         |                    |        |    |        |                    |        |                    |        |   |
| <p>3</p> <div style="border: 1px solid black; padding: 10px;"> <p><b>Hotel rooms – international quality</b><br/>October 2004:</p> <ul style="list-style-type: none"> <li>▶ Venice €387</li> <li>▶ Rome _____ <sup>6</sup></li> <li>▶ Paris €226</li> <li>▶ New York €225</li> <li>▶ Milan _____ <sup>7</sup></li> </ul> </div>   | <p>4</p> <div style="border: 1px solid black; padding: 10px; height: 150px;"> <!-- Blank slide for student input --> </div> |                    |             |         |                    |        |    |        |                    |        |                    |        |   |

Fill in the blank slide (4) with some key numbers and present them to a partner.



1

**SAIC Group 2007**

- ▷ subsidiaries: 55
- ▷ joint ventures: 63
- ▷ employees: 60,000
- ▷ vehicles: 800,000
- ▷ sales: \$12bn

2

**2007 – Car Production of SAIC in China**

- has 55 subsidiaries and 63 joint ventures
- employs more than 60,000 people
- produces about 800,000 vehicles
- generates sales of \$12 billion

#### THE RULE OF SIX

When presenting text on overheads or PowerPoint slides, it is a good idea to use the *rule of six* which means:

- a maximum of six lines per slide
- a maximum of six words per line

If you stick to this rule, you won't risk overloading your bullet charts with too much information.

AUDIO



## 8 Listen to the two short excerpts from presentations. Complete the slides and find headlines.

1

\_\_\_\_\_

- more \_\_\_\_\_
- customers can change colours
- \_\_\_\_\_ colours to choose from
- circular shelving \_\_\_\_\_
- \_\_\_\_\_ design

2

\_\_\_\_\_

- \_\_\_\_\_ % 'wait and see'
- \_\_\_\_\_ % never
- \_\_\_\_\_ % yes, immediately

AUDIO



Now listen again and complete the sentences below.

- 1 Let's now \_\_\_\_\_, which is ...
- 2 \_\_\_\_\_ to three new design features.
- 3 \_\_\_\_\_ is that customers can change the colour panels ...
- 4 What \_\_\_\_\_? Well, I think you'll agree that the results are \_\_\_\_\_.
- 5 \_\_\_\_\_ nearly 35 per cent said ...
- 6 So, \_\_\_\_\_?

## EMPHASIZING IMPORTANT POINTS

**Using a verb** (*stress, emphasize, etc.*)

I'd like to **stress** the following point.

I'd like to **draw your attention** to the latest figures.

I'd like to **emphasize** that our market position is excellent.

**Using what**

What is really important is how much we are prepared to invest.

What we should do is talk about intercultural problems.

**Rhetorical questions**

So, just how good are the results?

So, where do we go from here?

Why do I say that? Because ...

**Adverb + adjective construction**

It would be **completely wrong** to change our strategy at this point.

We compared the two offers and found the first one **totally unacceptable**.

I think this fact is **extremely important**.

**9 Match the two parts to make sentences.**

- |                                 |   |
|---------------------------------|---|
| 1 What I'd like to do           | a important advertising is for us.            |
| 2 I'd like to highlight the     | b for our success?                            |
| 3 So, what are the reasons      | c this model is selling quite well in the US. |
| 4 I'd like to point out how     | d turnover last year was excellent.           |
| 5 It's interesting to note that | e is discuss the latest sales figures.        |
| 6 I should repeat that our      | f is the quality of these programs?           |
| 7 What we can't do is           | g main problem areas.                         |
| 8 So, just how good             | h increase our budget.                        |

**10 Complete the sentences with the correct adverb-adjective construction from the box.**

extremely dangerous • absolutely safe • incredibly cheap • highly interesting •  
absolutely necessary • surprisingly good • completely useless

- What we should remember is that this chemical process is \_\_\_\_\_.
- It's \_\_\_\_\_ to improve the quality of our products if we want to win new customers.
- This is a \_\_\_\_\_ point.
- You will be pleased to hear that our turnover last month was \_\_\_\_\_.
- Unfortunately, we found that some of the test results are \_\_\_\_\_.
- I'm pleased to say that the crash test shows that this system is \_\_\_\_\_.
- Right now this item only costs \$1.50 – I think that's \_\_\_\_\_.

# 11 First complete this excerpt from a presentation with words from the box. Then listen and check.

let's talk about • draw your attention • have a look • it's quite remarkable •  
on the other hand • the figures also show that • you'll see • can we explain

I'd now like to \_\_\_\_\_<sup>1</sup>  
to the regions where poverty has been  
reduced. If you look at the bar chart on the left,  
\_\_\_\_\_<sup>2</sup> that the proportion of  
global population living on less than \$1 a day  
has dropped. \_\_\_\_\_  
\_\_\_\_\_<sup>3</sup> in South Asia the  
proportion of extremely poor people has been  
reduced from 41 to 31%. \_\_\_\_\_  
\_\_\_\_\_<sup>4</sup> how much progress has  
been made by China. \_\_\_\_\_<sup>5</sup>, poverty has increased in many parts of Africa,  
Latin America, and Eastern Europe. How \_\_\_\_\_<sup>6</sup> this uneven development?  
To answer this question, we'll \_\_\_\_\_<sup>7</sup> at the latest study from the World Bank.  
First, \_\_\_\_\_<sup>8</sup> the figures that indicate global progress.



## 12 Are these words and expressions used to make contrasts or describe results? Put them into the correct category.

on the other hand

thus

although

consequently

however

therefore

whereas

as a result

despite

while

nevertheless

| Making contrasts | Describing results |
|------------------|--------------------|
|                  |                    |
|                  |                    |
|                  |                    |
|                  |                    |
|                  |                    |
|                  |                    |



**Now choose the correct word to fit the sentences.**

- 1 Online banking is mainly used by our younger customers. Many of our older customers **consequently/however/therefore** find it difficult to handle modern computer technology.
- 2 **However/Whereas/Although** the euro is quite strong, we managed to increase our exports to the US.
- 3 **Whereas/Therefore/Despite** we made a profit of \$240,000 last year, this year's profit is only \$110,000.
- 4 **On the other hand/Despite/Although** the growing demand, we didn't sell more cars than the year before.
- 5 We have to pay more for oil and gas. **Consequently/However/Despite** our products have become more expensive.
- 6 Poster campaigns are extremely important. **Thus/On the other hand/As a result** we also need advertisements in daily newspapers.

**13 Put the words in the right order to make sentences with expressions from this unit.**

- 1 at closer table let's look this a have
- 2 graph you next see quarter first figures can on sales for the the
- 3 almost European sell 30% countries we products other to of our
- 4 attention draw your facts like I'd to to following the
- 5 surprisingly able we good despite were achieve to software results problems
- 6 stress change is important I'd how to like this

**14 It's your turn now. Prepare bullet charts based on your own data (or take information from the first three of the 'Summing up' texts on the next page). Find an effective headline for each bullet chart and present them to a partner.****CHECKLIST FOR VISUALS**

- ☒ 1 Prepare each visual carefully and separately.
- ☒ 2 Check whether the visual really shows what you are saying.
- ☒ 3 Make sure your audience can read the visual (font size and colours).
- ☒ 4 Find effective headlines.
- ☒ 5 Keep design and content simple.
- ☒ 6 Use bullet charts for text.
- ☒ 7 Reduce text to a minimum.
- ☒ 8 Always prepare audience for visuals.
- ☒ 9 Present information clearly and logically.
- ☒ 10 Remember the rule of six.



## OUTPUT

## What is important when presenting visuals? Which opinion(s) do you agree with?



Karen Hamilton, Marketing Manager

I think to be effective a good visual must focus on only a few points. It's important not to have too much information on one slide or transparency. Slide overload is bad because people will then spend time reading the slide rather than listening to the presenter. I normally use bullet points to structure information – I never write complete sentences. Headlines are important too.

Keith Sallis, Real Estate Manager

In my opinion the presenter is the focus of the presentation – not the visuals. The key purpose for using a visual aid is to help the audience understand the topic better. So the visuals should only be used to support the presenter's message. A process-flowchart slide, for example, helps people understand visually what you are describing verbally. If a visual distracts the audience's attention from what you're saying, it's useless.



Susan Liu, Export Manager

Above all, a slide or an overhead must be readable. If the audience can't read the slide, they will soon give up. That's why font size is very important. It should be as large as possible, I'd say at least 24. And sometimes it's also a good idea to use different colours to highlight some points. Using many different colours can be confusing though.

Barbara James, Market Researcher

What you say and what you show should always go together 100%. So when you're not talking about the slide, it shouldn't be visible. I always switch off the display when I'm talking about something that has nothing to do with the slide. If people are busy looking at the slide, they aren't listening to what you're saying. It's better to use the B-key to return to a black screen or replace the slide with some form of 'wallpaper' such as a company logo.



Javier Sanchez, Financial Analyst

For me it's very important that the presenter *speaks* to the audience and doesn't *read* to them! The speaker must make eye-contact and not watch the monitor or screen while he or she is talking. I think it's extremely boring when someone just reads slides word for word as if it were an essay or something.

Tony Benetti, Media Consultant

It's called 'Death by PowerPoint' when people use so many sound effects and animations that the audience's attention is completely taken away from the delivery of the message. I think PowerPoint is a fantastic tool, but just because it has so many effects you don't have to use them all. Overuse is overkill here.



## OVER TO YOU

What kinds of tools and visuals do you normally use in your presentations?  
What tips can you think of for using visuals effectively?



## 4

As you can see from this graph ...

## STARTER

What are these visuals called in English? Match the numbers to the descriptions.

bar chart ☐

table ☐

technical drawing ☐

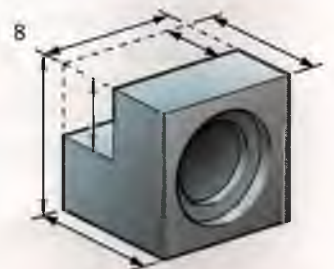
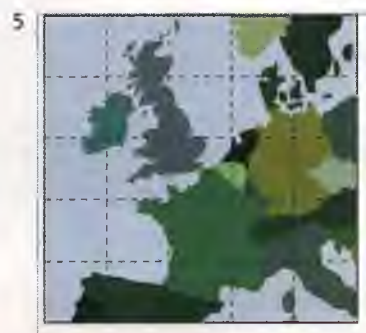
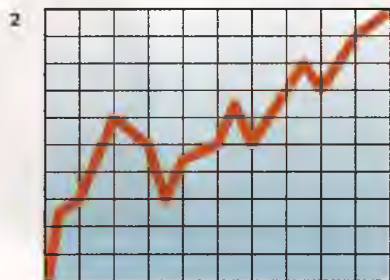
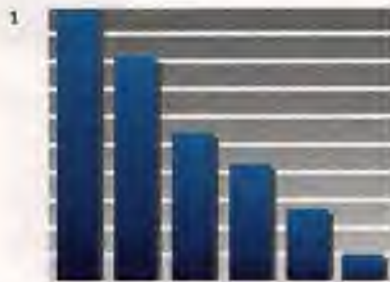
flow chart ☐

map ☐

(line) graph ☐

pie chart ☐

organizational chart/organigram ☐



3

|    | A | B | C | D |
|----|---|---|---|---|
| 1  |   |   |   |   |
| 2  |   |   |   |   |
| 3  |   |   |   |   |
| 4  |   |   |   |   |
| 5  |   |   |   |   |
| 6  |   |   |   |   |
| 7  |   |   |   |   |
| 8  |   |   |   |   |
| 9  |   |   |   |   |
| 10 |   |   |   |   |
| 11 |   |   |   |   |
| 12 |   |   |   |   |



Which of these visuals would you use to describe:

- a your company's market share?
- b the steps to be followed from order placement to delivery of a product?
- c your company's new organizational structure?





## 1 Listen to excerpts from three presentations and say what visuals are used.

Presentation 1: \_\_\_\_\_ Presentation 2: \_\_\_\_\_ Presentation 3: \_\_\_\_\_

Now listen again and complete the sentences.

### Presentation 1

- The next \_\_\_\_\_ shows the \_\_\_\_\_ by age in our company.
- You can see that the biggest \_\_\_\_\_ (...) indicates the \_\_\_\_\_ of employees in the age group 30 to 50.

### Presentation 2

- Let's now \_\_\_\_\_ at the sales figures over the past five years.
- The key in the bottom \_\_\_\_\_ corner shows you which colour \_\_\_\_\_ which area.
- OK, so I'd like to first \_\_\_\_\_ your attention to the sales figures for France – that's the blue line here.

### Presentation 3

- Now I'd like you to \_\_\_\_\_ at this next \_\_\_\_\_ which shows how the cost of living developed in Europe between 2003 and 2007.
- If you look at the \_\_\_\_\_ on the \_\_\_\_\_, you will see that the highest increase was in 2001 with a rise of 2 \_\_\_\_\_.

## TALKING ABOUT VISUALS

The first rule of preparing effective visuals is that they should be clear and easy for the audience to follow. However, sometimes it is necessary to explain a more complicated visual and it is always necessary to point out the most important information.

### Explaining a visual

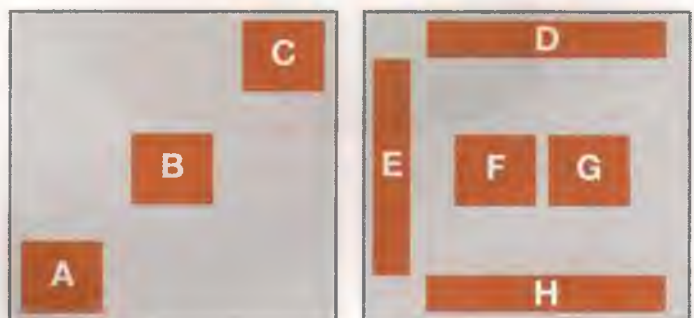
Let's now look at the next slide which shows ...  
First, let me quickly explain the graph.  
You can see that different colours have been used to indicate ...  
The key in the bottom left-hand corner shows you ...

### Highlighting information

I'd like to start by drawing your attention to ...  
What I'd like to point out here is ...  
I think you'll be surprised to see ...  
I'd like you to focus your attention on ...  
Let's look more closely at ...

## 2 Which is the box :

- in the centre? ☐
- in the bottom left-hand corner? ☐
- across the top? ☐
- down the left side of the slide? ☐
- on the left? ☐
- in the upper right-hand corner? ☐
- across the bottom? ☐
- on the right? ☐



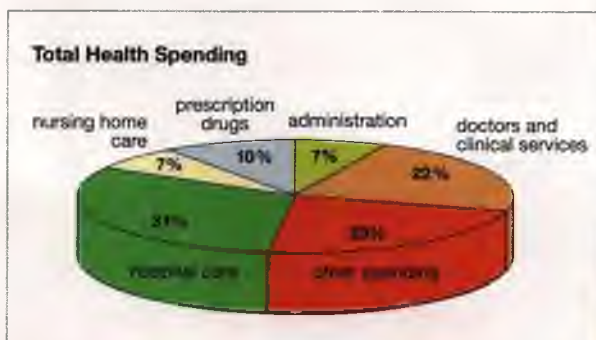
### 3 Match the two parts to make sentences used to talk about visuals.

- |  |   |
|--|---|
| 1 Let's now have a look                        | a shows our revenues since 2004.                    |
| 2 The black line gives us                      | b the next pie chart.                               |
| 3 Each line on the graph indicates             | c at how the new division will be structured.       |
| 4 In the upper right-hand corner               | d attention to the figures in the left-hand column. |
| 5 The graph on the following slide             | e you can see the specifications for the TP model.  |
| 6 Now I'd like you to take                     | f the sales figures for the VB Fox.                 |
| 7 The names of the new models are listed       | g table on the right.                               |
| 8 You can see the test results in the          | h a look at the next slide.                         |
| 9 This aspect of the problem is illustrated in | i the production output of a different product.     |
| 10 I'd like to draw your                       | j across the top.                                   |

### 4 A head of department from a private medical insurance company is telling colleagues from the Italian parent company about last year's health spending. Look at how he describes this pie chart and complete the gaps with words from the box.

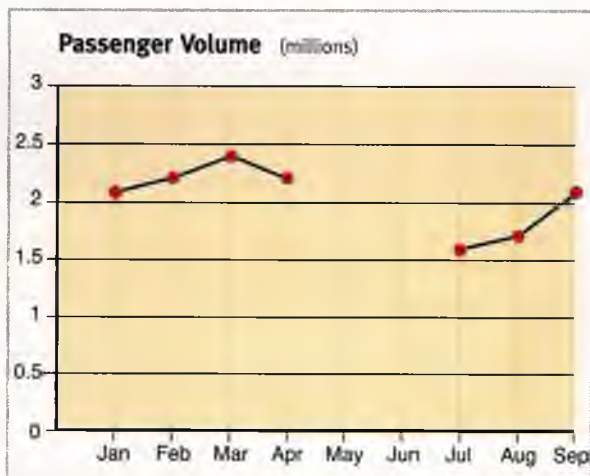
account • amount • attention • divided • see • shown • surprised • total

This pie chart shows our total health spending for the last year and how it is \_\_\_\_\_<sup>1</sup> among the various health sector areas. Let's begin with the biggest area, which is \_\_\_\_\_<sup>2</sup> in green. We can \_\_\_\_\_<sup>3</sup> that 31% of our total health spending went into hospital care last year. The second biggest area with a \_\_\_\_\_<sup>4</sup> of 23% is 'other spending' – that's the red segment here. It includes dental services and home health care. I think you'll be \_\_\_\_\_<sup>5</sup> to see that nearly the same \_\_\_\_\_<sup>6</sup> – that's 22% – was spent on doctors and clinical services. This was mainly because of the increase in medical technology costs. I'd now like to draw your \_\_\_\_\_<sup>7</sup> to the prescription drugs which \_\_\_\_\_<sup>8</sup> for 10% of our total costs.





## 5 Two presenters are describing graphs. Listen and complete the graphs.



## 6 Complete these sentences from the two excerpts with words from the boxes. Then listen again to check.

### Presentation 1

decline • fall • fluctuated • picking up • reached • rose • slumped

- As you can see here, passenger numbers \_\_\_\_\_ between 2.1 and 2.3 million in the first four months.
- They even \_\_\_\_\_ moderately in May ...
- In June you'll notice a sharp \_\_\_\_\_ in passenger numbers ...
- Passenger traffic \_\_\_\_\_ to about 1.5 million – a \_\_\_\_\_ of almost 40%.
- As a result, ticket sales started \_\_\_\_\_ in July.
- By the end of September passenger numbers had \_\_\_\_\_ just over 2 million.

### Presentation 2

increase • rocketed • rose • stood • went down

- The figure \_\_\_\_\_ by about 50,000 in the following year.
- In 2005, however, sales \_\_\_\_\_ to 1 million ...
- 2006 even saw a further \_\_\_\_\_ in sales to 1.3 million ...
- As expected, sales \_\_\_\_\_ again in 2007 and \_\_\_\_\_ at just over a million at the end of the year.



## 7 These verbs are used to describe movement or trends. Put them in the correct category: upward, downward or other form of movement.

climb • decline • decrease • double • drop • expand • fall • fluctuate •  
go down • go up • grow • hit a low • increase • pick up • plunge • reach a high •  
recover • remain stable • rise • stabilize • stay the same

Upward ↗

Downward ↘

Other

### TALKING ABOUT TRENDS (PAST SIMPLE AND PRESENT PERFECT)

We use the past simple to talk about a movement or trend which happened in the past and is now finished. Signal words for the past simple are *last month/year, in January, from 1997–2001, during the oil crisis*, etc.

*In April the rate of unemployment **rose** to 5 million.*

*Between May and July our export business almost **doubled**.*

*In 2003 alone China's car production **increased** by 85%.*

We use the present perfect to talk about a movement or trend which started in the past but is not yet finished. Signal words are *since (since August), for (for five years), this month/year* or expressions with *over (over the past six months)*.

*The number of German investors **has declined** since 1998. (It is still declining ...)*

*The US economy **has grown** rapidly over the past four months. (It is still growing ...)*

Note the difference between *rise* and *raise*.

**to rise** (without an object)

Petrol prices **rose** again in May.

The number of tourists **has risen** to 2.6 million.

**to raise** sth (with an object)

The oil industry **raised** prices last year.

The European Central Bank **has raised** interest rates.

## 8 Use the notes to make sentences in the past simple or present perfect.

- 1 telephone costs/rise/since January

*Telephone costs have risen since January.*

- 2 sales/drop/at the beginning of the year

- 3 energy consumption/increase/over the past 30 years

- 4 gas prices/go up/last month

- 5 number of customers/grow/since 2004

- 6 surprisingly/interest rates/fall/yesterday

- 7 TBN's share price/hit a low/after the crash in 1999

- 8 online bookings/double/since May last year

- 9 between May and July/order volume/fluctuate

### Rewrite sentences 1–6 to express the opposite.

- 1 *Telephone costs have fallen since January.*

2

3

4

5

6

## 9 Read the following sentences and check whether *rise* and *raise* have been used correctly. If not, correct the sentence.

- 1 We haven't raised prices since 1 January 2003.
- 2 Unemployment raised to a record high at the beginning of this year.
- 3 Why did they rise their rates last December?
- 4 Train fares have risen by 5% in the past two years.
- 5 Interest rates will raise again this year.
- 6 The company rose the dividends in March.

**10 Choose the correct verb to fit the sentence.**

- 1 Productivity **has hit a low/has gone down/fell** in November.
- 2 Output **climbed up/has improved/recovered** since 2003.
- 3 After the takeover in May sales **grew up/have decreased/plunged**.
- 4 This year our market share **raised/has grown/dropped down** by 10%.
- 5 Staff numbers **have doubled/rose up/have raised** this year.
- 6 In 2004 sales **have climbed/slumped/have risen**.

AUDIO

**11 The sentences below can be used to describe the graph on the right. Put them in the correct order. Then listen to check.**

- ☐ a In June, however, the programme's market share plunged to 6%.
- ☐ b Over the next three months, the figures continued to rise steadily and reached record levels each month: 11% in July, 12% in August, and 14% in September.
- ☐ c The next graph shows the market share of *Lifestyle Today* for the first six months after it was launched in April 2005.
- ☐ d This drastic decline has a simple cause. We lost a large part of our audience to live transmissions of two major sporting events: Wimbledon and the Confederations Cup.
- ☐ e As you can see, we started off with a rather low market share of about 7%.
- ☐ f Fortunately, this was only a temporary setback.
- ☐ g Audience ratings improved significantly, climbing to 10% in May.

**Match words from columns A and B to make word collocations from the text.**

| A         | B             |
|-----------|---------------|
| drastic   | significantly |
| improve   | setback       |
| rise      | steadily      |
| temporary | decline       |



## TALKING ABOUT TRENDS (ADJECTIVES AND ADVERBS)

## Adjectives + nouns







There was a **sudden** increase in prices.  
 In August, we notice a **moderate** fall.  
 This was followed by a **gradual** decline.

## Adverbs + verbs

Sales increased **slightly** in summer.  
 Over the past two years the number **has dropped** significantly.  
 Last month the rates rose **sharply**.

## 12 Complete the sentences with the correct form of the verb/adverb combinations in the box. The symbols indicates what kind of movement is described.

decline slightly • decrease steadily • fall dramatically •  
 grow considerably • ~~increase slightly~~ • rise sharply

- The line graph shows that turnover has increased slightly since May. 
- You can see here that interest rates \_\_\_\_\_ at the beginning of 2004. 
- Over the past six months, sales \_\_\_\_\_. 
- The oil price \_\_\_\_\_ after the fire in an oilfield. 
- The number of online stores \_\_\_\_\_ this year. 
- Our sales force \_\_\_\_\_ since 2001. 

## 13 Rewrite the sentences using an adjective + noun expression and one of the sentence beginnings from the box.

There was/has been ... • This was followed by ... • We have seen ...

- Turnover has increased slightly since May.

There has been a slight increase in turnover since May.

- Income fell sharply last year.

This was followed by a

- The number of jobs has declined drastically this year.

- Hotel rates dropped slightly in Munich.

- Tourist numbers increased suddenly.

- Social security costs have grown steadily.

**14 Sometimes it is necessary to interpret the visual, for example by explaining the reason behind a fact (the cause) or its consequence (the effect). Use words from each column to make sentences.**

|                           |           |   |
|---------------------------|-----------|---|
| 1 There are several       | caused    | for the decrease in productivity.                 |
| 2 We chose this method    | has led   | a new overtime policy.                            |
| 3 The                     | resulted  | by the collapse of one of our partner firms.      |
| 4 Our new policy          | reasons   | of this move was a drastic increase in our costs. |
| 5 The slump was           | thanks to | to a significant rise in sales.                   |
| 6 Downsizing              | and       | in a drastic fall in staff numbers.               |
| 7 We increased our prices | because   | our sales went up!                                |
| 8 Our output has doubled  | result    | we needed reliable figures.                       |

Which sentences above explain:

cause? \_\_\_\_\_

effect? \_\_\_\_\_

**15 Complete the presentation extract with the correct prepositions from the box.**

around • at • between • by • from • in • of • to • until

<sup>6</sup>The graph shows our online sales figures for the EU market \_\_\_\_\_<sup>1</sup> 2006. In the first quarter, online sales averaged \_\_\_\_\_<sup>2</sup> 50,000 and 52,000 euros. In April, sales increased \_\_\_\_\_<sup>3</sup> 61,000 euros and remained steady \_\_\_\_\_<sup>4</sup> the end of the second quarter. In the third quarter we notice a sharp rise \_\_\_\_\_<sup>5</sup> 61,000 to 87,000 euros, an increase \_\_\_\_\_<sup>6</sup> almost 50 per cent. In October and November, sales fluctuated \_\_\_\_\_<sup>7</sup> the 85,000 euro mark. This was followed by a slight decline in December, with online sales falling \_\_\_\_\_<sup>8</sup> 10 per cent, reaching 73,000 euros \_\_\_\_\_<sup>9</sup> the end of the year.<sup>9</sup>

**16 Put the words in the right order to make sentences with expressions from this unit.**

- 1 chart percentage our of pie share the the market shows
- 2 travel 2006 according costs since risen the have sharply to study
- 3 rates 0.5% beginning year the the interest were of raised by at
- 4 June rise in dramatic 15% in was there costs transport a of
- 5 low December our in hit a productivity
- 6 decline by poor situation the economic the was caused

- 17** It's your turn now. Either describe one of the graphs in this unit or describe a graph or chart of your own. Try to use words and phrases from this unit to present the visual.

### CHECKLIST FOR USING VISUALS (GRAPHS & CHARTS)



- ☒ 1 Make your visual as clear and easy to understand as possible.
- ☒ 2 Start by telling your audience what the graph/chart illustrates.
- ☒ 3 Highlight the key points.
- ☒ 4 Say why these points are important (and explain the cause or effect).
- ☒ 5 Use different verbs to express movement /development.
- ☒ 6 Use the same key words and phrases you used on your bullet charts.

### OUTPUT

What advice would you give someone who has to describe trends on graphs and charts? Work with a partner to make a list of tips. Then read what advice James & Gillham, an international firm providing financial services, give on their intranet.

The screenshot shows a web browser window with the address bar displaying 'www.J&G.co.uk'. The page features the J&G logo and a sidebar with navigation links: Favorites, History, Search, Scrapbook, and Page Holder. The main content area is titled 'Presenting trends and financial developments is our daily business. Here are some guidelines you should follow when you next use a graph or chart in your presentation.' It contains seven numbered tips:

- 1 Think about the number of visuals you want to use – don't overdo it! Remember: less is often more!
- 2 Before showing the graph or chart, prepare the audience for it. Say something which makes them interested in what they will see. This technique is called 'media teasing'.
- 3 Give the audience time to understand what they see before you start explaining the details.
- 4 If the movement you want to describe is very complex, simplify it. Divide the graph into two or three parts and summarize the main developments.
- 5 Provide an interpretation of the graph's movement. The audience wants to know why there are ups and downs in the graph, what they mean, and what consequences they have.
- 6 Use the TTT method when presenting graphics: touch (or point to) a detail on the projection, then turn to the audience, and finally, talk to them.
- 7 Use interesting and varied language to describe trends. You need alternative expressions to describe similar developments.

### OVER TO YOU

Which of the tips above were on your list? Which are new?

Which of the tips do you think are the most useful?

How often do you have to describe charts or graphs in English? Which types of visuals do you use most frequently in your presentations?



## 5

## To sum up ...

## STARTER

**Look at these final statements from different conclusions. Which ones do you find most effective? Work with a partner to rank them (1 = most effective, 8 = least effective).**

- ☐ a Thank you very much for your attention.
- ☐ b In conclusion, I'd like to highlight our company's highly innovative products.
- ☐ c So, to put it in the words of the famous H. Gordon Selfridge, 'The customer is always right.'
- ☐ d Well, I don't know whether this was helpful but I'd like to leave it here.
- ☐ e We have all the facts. Let's get to work now!
- ☐ f The one last thing I'd like to say is: it's your choice.
- ☐ g So, that's all I have to say. I hope you haven't all fallen asleep!
- ☐ h To conclude, I want to come back to that story I told you at the start of my presentation and say one word: apple pie!

**What do the presenters try to achieve with the different endings?**



### 1 Listen to the conclusion of a presentation and answer the questions.



- |                         |                                      |
|-------------------------|--------------------------------------|
| 1 What was the brief?   | 3 What is the best solution?         |
| 2 What are the options? | 4 What does the presenter recommend? |

## 2 Look at these sentences from the presentation and put them in the correct category in the table.

- 1 I'll just run through the three different options ...
- 2 We'd suggest ...
- 3 Now I'll be happy to answer any questions you may have.
- 4 We'd therefore recommend that we ...
- 5 Before I stop, let me go through my main points again.
- 6 Well, this brings me to the end of my presentation.

| CONCLUSION OF A PRESENTATION                  |  |
|---|--|
| <b>Signalling the end of the presentation</b> |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
| <b>Summarizing the main points</b>            |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
| <b>Recommending or suggesting something</b>   |  |
|   |  |
|   |  |
|   |  |
|   |  |
| <b>Inviting questions</b>                     |  |
|   |  |
|   |  |
|   |  |

Now add these phrases to the table above.

a Thank you all for listening.

b In my opinion, we should ...

c We just have time for a few questions.

d To sum up then, we ...

e OK, I think that's everything I wanted to say ...

g I'd like to run through my main points again ...

f Are there any questions?

h As a final point, I'd like to ...

i I'm now nearing the end of my talk ...

j Just to summarize the main points of my talk ...

k What I'd like to suggest is ...

### 3 Unscramble the sentences to make typical sentences from a conclusion.

- 1 Well,/the end of/today/brings me/to/my talk/that  
\_\_\_\_\_
- 2 Before I/key issues/go over/the/stop,/let me/again  
\_\_\_\_\_
- 3 As a/means/let me say/for us/what this/final point,  
\_\_\_\_\_
- 4 Finally,/like to/issue/highlight/I'd/one/key  
\_\_\_\_\_
- 5 To sum/looked at/product range/up then,/the new/first/we  
\_\_\_\_\_
- 6 That/logistics/just about/to say/about/I wanted/everything/covers  
\_\_\_\_\_

### 4 Complete the sentences with words from the box.

come back • figures we have • final point • briefly summarize •  
my opinion • now approaching • suggest that • to highlight

- 1 If I may \_\_\_\_\_ the pros and cons.
- 2 Based on the \_\_\_\_\_, it is clear that we must act quickly.
- 3 Well, I'm \_\_\_\_\_ the end of my talk.
- 4 OK, I'd now like \_\_\_\_\_ the key figures.
- 5 Let me make one \_\_\_\_\_.
- 6 In \_\_\_\_\_, we need a new sales strategy.
- 7 Let me \_\_\_\_\_ to the key issue.
- 8 I \_\_\_\_\_ we work together with our French partners.



### 5 Use the notes on the next page and follow the flow chart to practise the end of two talks.





### Update on new software project

- Main points
- talked about delays with first trials & how we're dealing with them
  - reviewed partners involved in project/how we can work with them most effectively\*
  - the next steps - where we go from here
- (a lot of experience in this area, good reputation for quality)
- \* Key point: IRG Design is involved!! Important to success of project!



## 6 Listen to four conclusions and say which technique is used in which presentation (1-4).

| Technique      | Presentation             |
|----------------|--------------------------|
| Call to action | <input type="checkbox"/> |
| Story          | <input type="checkbox"/> |
| Question       | <input type="checkbox"/> |
| Quotation      | <input type="checkbox"/> |

Which sentences (a-d) come from which presentation? Write the number of the presentation in the box. Then listen again and complete the gaps.

- ☐ a So, \_\_\_\_\_ this opportunity to get ahead of our competitors?
- ☐ b I'd just like to \_\_\_\_\_ former US president Bill Clinton once said: 'You can put wings on a pig, but you don't make it an eagle'.
- ☐ c \_\_\_\_\_. Set up an appointment with our project manager and our SAP consultant and we can work out the Best Practice solutions that suit your business.
- ☐ d \_\_\_\_\_ I told at the start of my talk. \_\_\_\_\_, the sales meeting in Vienna with the disappointed Japanese businessmen? ... \_\_\_\_\_ that knowing your entire product range is the key to success.

### EFFECTIVE CONCLUSIONS

#### Using questions

After all, isn't that why we're here?  
Let me just finish with a question: If we don't do it, won't somebody else?

#### Quoting a well-known person

As ... once said, ...  
To quote a well-known businessman, ...  
To put it in the words of ..., ...

#### Referring back to the beginning

Remember what I said at the beginning of my talk today?  
Well, ...  
Let me just go back to the story I told you earlier.  
Remember, ...

#### Calling the audience to action

So that's the plan. Now let's go and put it into practice!  
So now it's your turn.  
Now let's make a real effort to achieve this goal!

## 7 Match the two parts to make final statements from conclusions.

- |  |  |
|--|--|
| 1 To put it in the words of Albert Einstein,     | a 'Look for your choices, pick the best one, then go with it.' |
| 2 I would like to finish my talk                 | b with an important question.                                  |
| 3 Let me go back to                              | c about the new branch in Tokyo?                               |
| 4 So, now it's                                   | d get down to work!  |
| 5 Remember that story I told you                 | e what I said at the start of this talk.                       |
| 6 As the famous basketball coach Pat Riley said: | f 'The important thing is not to stop questioning.'            |
| 7 OK, and now let's                              | g up to you.   |

## 8 Complete the sentences with prepositions from the box.

about • by • for • in • on • out • through • to

- Based \_\_\_\_\_ what we know, we can optimize our procedures.
- \_\_\_\_\_ my opinion, we should go ahead with the project.
- OK, this brings me \_\_\_\_\_ the end of my talk.
- What does this mean \_\_\_\_\_ our business?
- Let me just go \_\_\_\_\_ the key issues again.
- We found \_\_\_\_\_ that our sales force needs more support.
- Well, that's all I wanted to say \_\_\_\_\_ strategic planning.
- We saw that the delays were caused \_\_\_\_\_ technical problems.

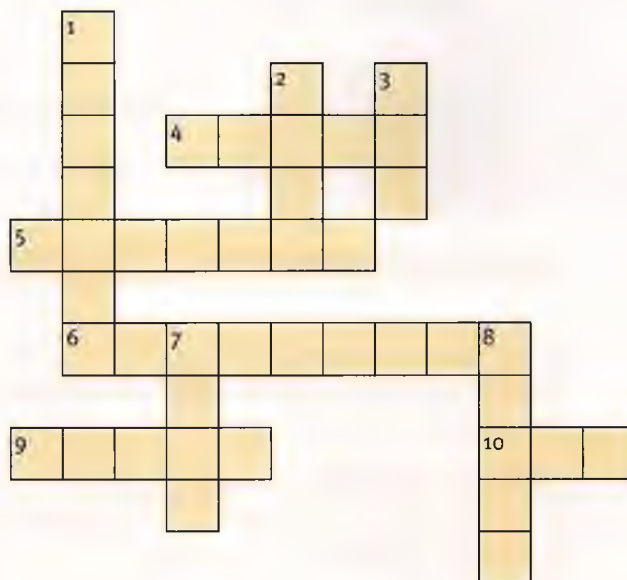
## 9 Use the clues to complete the crossword puzzle.

### ACROSS

- I would like to begin my presentation with a ... from a great leader.*
- Anagram: TGUSSGE
- I will now ... some important points for discussion.*
- Another verb for 'summarize'.
- OK, that's ... I wanted to tell you about new technologies.*

### DOWN

- What's the preposition? *Let me run ... the main points again.*
- After weighing the pros and ..., we think a merger would be the best option.*
- The most important points or the ... issues.
- Another word for 'target'— *I'm sure we can reach this ...*
- These results are excellent. They show that we are on the right ...*



### USING YOUR VOICE EFFECTIVELY

**How** you say something is often just as important as **what** you say. You can use your voice and the way you stress words or make pauses in sentences to make your presentation more interesting and easier for the audience to follow.

#### Stressing words

By emphasizing particular words or parts of words you create certain effects. Notice how you can change the meaning of a sentence by putting the stress on a different word.

*We all know that this is an **extremely** difficult market.* (it's more than just difficult)

*We **all** know that this is an extremely difficult market.* (you and I agree on this)

***We** all know that this is an extremely difficult market.* (but they don't)

#### Making pauses

You can use pauses to slow your pace down and make your sentences easier to understand. Group words into phrases according to their meaning and make pauses between the phrases.

*In my opinion we should go into other markets.*

*In my opinion // we should go // into other markets.*

*On the other hand, the figures prove that we are on the right track.*

*On the other hand, // the figures prove // that we are on the right track.*

## 10 Look at the clues in brackets and underline the word which should be stressed in each sentence.

- 1 Clearly, we need to look at this again. (*it's obvious!*)
- 2 Clearly, we need to look at this again. (*twice wasn't enough*)
- 3 We will never get such a perfect opportunity again. (*this is our only chance*)
- 4 We will never get such a perfect opportunity again. (*but perhaps the competition will*)
- 5 I'd like us to work out a strategy. (*and nobody else*)
- 6 I'd like us to work out a strategy. (*a plan is important*)
- 7 There hasn't been a dramatic increase in production costs. (*but there has been an increase*)
- 8 There hasn't been a dramatic increase in production costs. (*the increase was in personnel costs*)
- 9 I think we've made a good start. (*but you might not agree*)
- 10 I think we've made a good start. (*but there is still a lot to do*)
- 11 This is not the only option. (*There might be others*)
- 12 This is not the only option. (*I have a better one*)
- 13 Sales this month have been quite good. (*But not brilliant*)
- 14 Sales this month have been quite good. (*We are pleased*)
- 15 Where do we go from here? (*I have absolutely no idea*)
- 16 Where do we go from here? (*Normal question*)

**Now work with a partner and practise reading out the sentence pairs with the correct stress.  
Can she or he hear the difference in meaning?**





**11 Read the following text. Underline the words which you think should be emphasized and use double slashes (//) for pauses in the sentences. Then listen and check.**

Finally, let me come back to the key points of my talk.  
 I told you that in the first quarter, more than half, or 52%,  
 of our revenues came from overseas. This is in line with the  
 targets we set out in 2004 when we decided we wanted to  
 continue to rely on overseas markets, especially China, to  
 keep growing. In the past three months, we've added more  
 new customers in China than in any other country.  
 Now what are our targets for the next few months? The first  
 major step will be the introduction of our PayPal payment  
 service in China. And then we will focus on finding customers  
 in existing markets, such as the US and Germany, who  
 haven't tried buying from our website yet.



**12 Put the words in the right order to make sentences with expressions from this unit.**

- 1 summarize me important let the results most
- 2 points again go I'd through like to the main
- 3 opinion strategy sales to our change my we in have
- 4 recommend market focus Asian I'd that we the on
- 5 now end presentation approaching I'm of the my
- 6 all now put let's practice into it

**13 It's your turn now. Follow the checklist to practise making conclusions. Try to use words and phrases from the unit.**

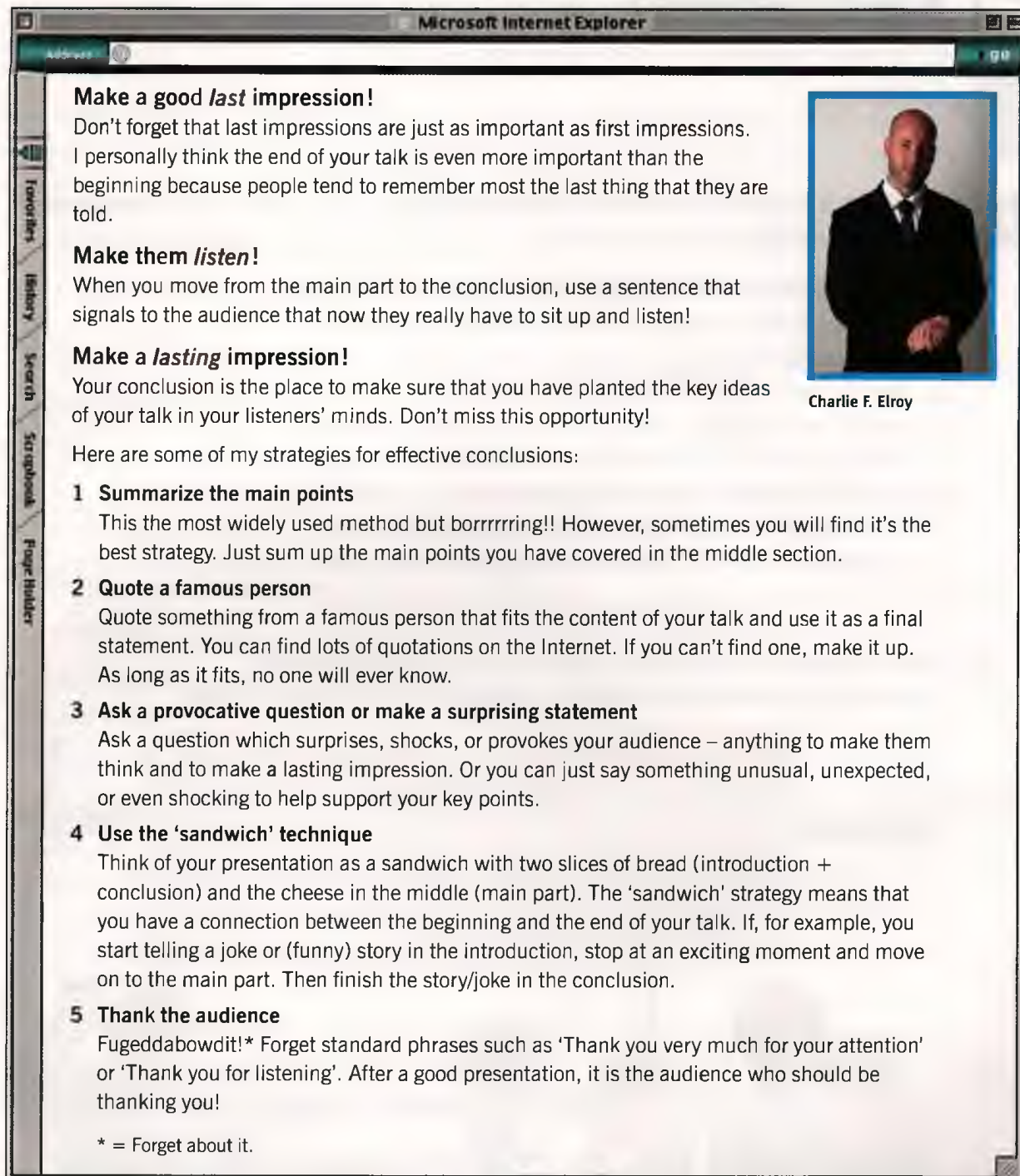
**CHECKLIST FOR CONCLUSIONS**

- ☒ 1 Signal the end of your talk.
- ☒ 2 Summarize the key points.
- ☒ 3 Highlight one important point.
- ☒ 4 Explain the significance.
- ☒ 5 Make your final statement.



## OUTPUT

On his website, the American presentations guru Charlie F. Elroy, talks about his strategies for good conclusions.



**Make a good *last* impression!**  
Don't forget that last impressions are just as important as first impressions. I personally think the end of your talk is even more important than the beginning because people tend to remember most the last thing that they are told.

**Make them *listen*!**  
When you move from the main part to the conclusion, use a sentence that signals to the audience that now they really have to sit up and listen!

**Make a *lasting* impression!**  
Your conclusion is the place to make sure that you have planted the key ideas of your talk in your listeners' minds. Don't miss this opportunity!

Here are some of my strategies for effective conclusions:

- 1 Summarize the main points**  
This the most widely used method but borrrrrring!! However, sometimes you will find it's the best strategy. Just sum up the main points you have covered in the middle section.
- 2 Quote a famous person**  
Quote something from a famous person that fits the content of your talk and use it as a final statement. You can find lots of quotations on the Internet. If you can't find one, make it up. As long as it fits, no one will ever know.
- 3 Ask a provocative question or make a surprising statement**  
Ask a question which surprises, shocks, or provokes your audience – anything to make them think and to make a lasting impression. Or you can just say something unusual, unexpected, or even shocking to help support your key points.
- 4 Use the 'sandwich' technique**  
Think of your presentation as a sandwich with two slices of bread (introduction + conclusion) and the cheese in the middle (main part). The 'sandwich' strategy means that you have a connection between the beginning and the end of your talk. If, for example, you start telling a joke or (funny) story in the introduction, stop at an exciting moment and move on to the main part. Then finish the story/joke in the conclusion.
- 5 Thank the audience**  
Fugeddabowdit!\* Forget standard phrases such as 'Thank you very much for your attention' or 'Thank you for listening'. After a good presentation, it is the audience who should be thanking you!

\* = Forget about it.

**Charlie F. Elroy**

## OVER TO YOU

Which tips do you think are the most useful? Which are not useful at all? Why do you think that?

Can you think of any other strategies for making good conclusions?

How might cultural differences between you and the audience affect the way you end a presentation?

Do you remember a conclusion you found particularly effective? What did the presenter do?



## 6

## Any questions?

## STARTER

**Work with a partner. Ask each other the questions below and make a note of the answers. Then tell the class what you found out.**

- 1 Do you prefer questions during or after the presentation? Why?
- 2 How do you feel about the question period at the end of a presentation?
- 3 How do you prepare for the question period?
- 4 How do you deal with questions you don't want to answer?
- 5 What do you do if you can't answer the question?
- 6 How do you deal with dominant participants?
- 7 Do you remember a presentation in which questions were handled well/badly? What do you think went right/wrong?

AUDIO

38-41

- 1 Listen to four excerpts from the question phase of a presentation. How does the presenter deal with the questions? Tick (✓) the correct box.**

|                                      | 1 | 2 | 3 | 4 |
|--------------------------------------|---|---|---|---|
| She answers the question.            |   |   |   |   |
| She doesn't answer.                  |   |   |   |   |
| She doesn't know the answer.         |   |   |   |   |
| She doesn't understand the question. |   |   |   |   |





## 2 Listen again and complete the sentences from the presentation.



- 1 And now I'll be \_\_\_\_\_ any questions you may have. Yes?  
You were talking about software problems. What exactly \_\_\_\_\_ by that?  
Well, I \_\_\_\_\_ that the new software is being tested at the moment. (...)  
Does that answer your question?



- 2 \_\_\_\_\_ telling us whether the new software will help to improve our company's image?  
I'm afraid I don't \_\_\_\_\_ your question. Could you be a bit more specific?



- 3 I have \_\_\_\_\_. It's about the piloting stage. Which division will start piloting the software first?  
If you \_\_\_\_\_, I'd prefer not to discuss that today.  
\_\_\_\_\_, there will be a meeting next week where that will be decided.



- 4 You spoke about special training courses earlier. \_\_\_\_\_ how they will be organized?  
Sorry, \_\_\_\_\_ that's not my field. But I'm sure Linda Cole from the training department \_\_\_\_\_ that question.

### DEALING WITH QUESTIONS

#### Asking for clarification

If you do not understand the question, politely ask the person to repeat or explain it.

*I'm sorry. Could you repeat your question, please?*

*I'm afraid I didn't quite catch that.*

*I'm afraid I don't quite understand your question.*

#### Avoiding giving an answer

Sometimes you may not want to answer a question, perhaps because it's the wrong time for it or the question is irrelevant. When avoiding giving an answer, make sure that your tone of voice is friendly and your reply is polite.

*If you don't mind, I'd prefer not to discuss that today.*

*Perhaps we could deal with this after the presentation/at some other time.*

*I'm afraid that's not really what we're here to discuss today.*

#### Admitting you don't know the answer

If you don't know the answer to a question, be honest and say so. Offer to find out or name a person who can answer the question.

*Sorry, that's not my field. But I'm sure Peter Bott from Sales could answer your question.*

*I'm afraid I don't know the answer to your question, but I'll try to find out for you.*

*I'm afraid I'm not in a position to answer that. Perhaps Maria could help.*

### 3 Match the two parts to make sentences.

- |                                |                                       |
|--------------------------------|---------------------------------------|
| 1 Good point, but I'd prefer   | a your question please?               |
| 2 Perhaps we could             | b deal with this at some other time.  |
| 3 Could you repeat             | c off the top of my head.             |
| 4 I'm afraid that's            | d not to discuss that today.          |
| 5 I'm sure Ms Major            | e answer your question?               |
| 6 Sorry, I don't               | f not my field.                       |
| 7 I'm afraid I don't know that | g could answer that question for you. |
| 8 I'm afraid I'm not           | h in a position to comment on that.   |
| 9 Does that                    | i quite understand your question.     |

Now decide which of the sentences above you can use to ...

- a ask for clarification: \_\_\_\_\_
- b make it clear you don't want to answer the question: \_\_\_\_\_
- c admit you don't know the answer: \_\_\_\_\_



### 4 Complete the dialogue with phrases from the box. Then listen and check.

Could you give us • Does that mean • Are there any questions •  
Go ahead • Excuse me • No, no, not at all • I suggest you speak to  
• I'd be interested • Would you mind • May I ask

- Presenter* \_\_\_\_\_<sup>1</sup>?
- Susanne* Yes, I have a question. \_\_\_\_\_<sup>2</sup> some background information on Track Ltd?
- Presenter* Certainly. They're one of the leading manufacturers of outdoor equipment in the UK with more than 35 factories worldwide.
- Tim* \_\_\_\_\_<sup>3</sup> telling us why you've chosen them as partners?
- Presenter* \_\_\_\_\_<sup>4</sup>. The answer's quite simple. We were very impressed with the quality of their products and their prices are very attractive.
- Annette* \_\_\_\_\_<sup>5</sup> a question?
- Presenter* Yes, of course. \_\_\_\_\_<sup>6</sup>.
- Annette* \_\_\_\_\_<sup>7</sup> to know what their terms of payment are.
- Presenter* I'm afraid I can't answer that question. \_\_\_\_\_<sup>8</sup> Sylvia Baker – she would be the right person to ask.
- Alex* \_\_\_\_\_<sup>9</sup>. You mentioned a London office. \_\_\_\_\_<sup>10</sup> we do business through them?
- Presenter* That's right. We need to discuss the details though.

## ASKING POLITE QUESTIONS

There are different ways of asking questions in English. If you want to be more polite (and less aggressive), it is better to use less direct questions.

**Direct questions**

When do you plan to move to Geneva?

What is the project status?

**Less direct questions**

**Could you tell me** when you plan to move to Geneva?

**Do you mind if I ask** what the project status is?

Note that in polite questions it is often necessary to change the word order or add words like *if* or *whether*.

**What's** the current project status? → Can you tell me **what** the current project status **is**?

**Is that** the final decision? → Could you tell me **whether/if that's** the final decision?

## 5 Look at the questions in the bubble and use the words given to make them more polite.

**What you think**

- 1 Are there any other options?
- 2 What would that mean for us?
- 3 How do we compare with other firms?
- 4 Will we cooperate with our branches in the UK?
- 5 How did she arrive at these results?
- 6 Are there any figures to back this up?

**What you ask**

- 1 May I ask if there are any other options?
- 2 Do you mind telling me what that would mean for us?
- 3 May I ask \_\_\_\_\_
- 4 Can you tell me \_\_\_\_\_
- 5 Would you mind telling me \_\_\_\_\_
- 6 Could you tell me \_\_\_\_\_

**Now match the questions from above to the answers.**

- a Of course. Basically we have two alternatives. ...
- b Well, first of all, more work for each of us.
- c Yes, we will. I've already contacted the London office.
- d Yes. As I said earlier, I'll be passing out handouts with the latest data.
- e Very well. At the moment we are market leader.
- f Not at all. They are based on the latest study.

☐  
☐  
☐  
☐  
☐  
☐



**ANTICIPATING QUESTIONS**

If you know your topic well and know who your audience is, it is possible to anticipate most of the questions that will be asked. When preparing your presentation, always try to make a list of questions you expect to be asked. Some of the most common questions will be something like:

*What has to be done?*

*How long does it take?*

*How much does it cost?*

*Is there a deadline?*

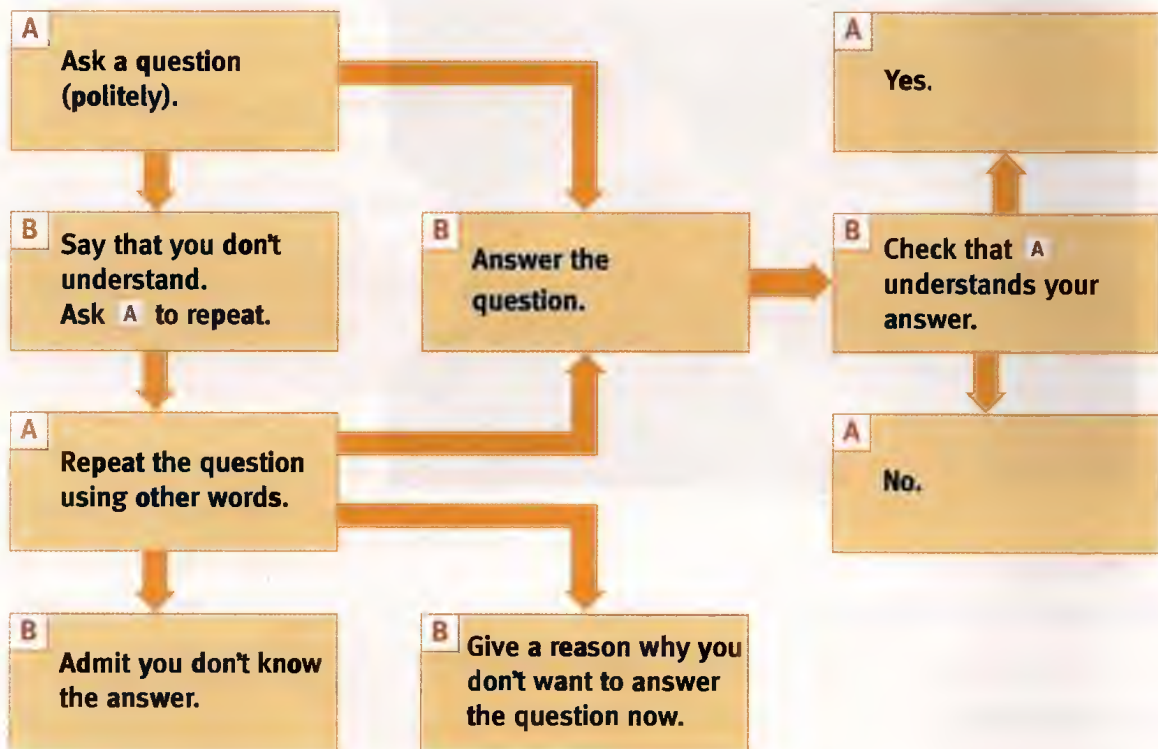
*What are the alternatives?*

*Do we get support?*

*Who will be responsible?*

*What can go wrong?*

- 6** Work with a partner. First think of a topic you both know well (e.g. an update on a current project or plans for a new project). Work separately to write four or five questions about the topic. Then use the flow chart to practise asking and answering your questions.



- 7** Sometimes you have to deal with interruptions or unexpected questions during your presentation. Listen to the following excerpts from four different presentations and say in which one the presenter:

- a postpones answering the question.
- b deals with an aggressive question.
- c explains a term that somebody doesn't understand.
- d deals with a difficult question.

☐  
☐  
☐  
☐



## 8 Now listen again and complete the sentences the presenters use to deal with the interruptions.

- 1 \_\_\_\_\_ is how we can meet the delivery date as we are slightly under-staffed in production at the moment.
- 2 Sorry, \_\_\_\_\_ when we discuss the financial side of this merger. OK, I was just moving on to the timing of the merger and ...
- 3 Yes, \_\_\_\_\_. Let me just \_\_\_\_\_ so that everybody can hear.
- 4 Yes, sure. \_\_\_\_\_ the big credit card companies ... use special microchips instead of the usual magnetic strips on their cards. \_\_\_\_\_ your question?

### DEALING WITH INTERRUPTIONS

Sometimes you may be asked questions during the presentation, even if you have asked the audience to wait. Whereas some questions can and should be answered quickly (for example, when a participant hasn't understood something you've said), you might prefer to postpone unwelcome questions or comments.

*If you don't mind, I'll deal with this question later in my presentation.*

*Can we get back to that a bit later?*

*Would you mind waiting with your questions until the question and answer session at the end?*

After answering questions, especially those that require a longer answer, it is sometimes necessary to remind the audience what you were talking about before the interruption.

*Before we continue, let me briefly summarize the points we were discussing.*

*So, back to what I was saying about ...*

## 9 Complete the sentences with verbs from the box. Sometimes more than one answer is possible.

answer • deal • go • mention • mind • move • prefer • recap • summarize

- 1 Well, actually, I'd \_\_\_\_\_ to answer your question after the presentation.
- 2 To \_\_\_\_\_ what we were discussing, let me \_\_\_\_\_ the following points.
- 3 Sorry, but I'd rather not \_\_\_\_\_ with this question now as we'll be looking at that in detail later on this morning.
- 4 Let me just \_\_\_\_\_ back to what we were discussing earlier.
- 5 I'll \_\_\_\_\_ this question in the course of my presentation.
- 6 Before we \_\_\_\_\_ on, let me briefly \_\_\_\_\_ the main points we have been talking about.
- 7 I'm sorry, but would you \_\_\_\_\_ waiting until the question period?

**REFORMING QUESTIONS**

It is sometimes necessary to reformulate a question (i.e. say it in another way) before answering it. This not only gives you time to think, it also allows you to make sure you have understood the question. With a large or noisy audience, it allows the other participants to hear the question (again) and finally, it gives you the chance to change the tone of the question, e.g. by making it less aggressive.

You can use the following phrases and the techniques in the table below to reformulate questions:

*I see. So, what you're asking is: ...*

*If I understand you correctly, you want to know ...*

*OK, let me just repeat your question so everybody can hear it.*

*If I could just rephrase your question ...*

| The question is:  | You reformulate to make it:   | by:   |
|---|---|---|
| negative<br><i>Isn't there a better solution?</i>                     | positive<br><i>What would be a better solution?</i>                                 | leaving out negative words such as<br><i>no, never, none</i>  |
| aggressive<br><i>Do you honestly believe we can get the contract?</i> | neutral<br><i>You're asking whether I think it is possible to get the contract.</i> | avoiding words which sound aggressive or have a negative meaning<br>such as <i>honestly, really, disaster</i> |

### 10 Reformulate the following questions using the techniques and phrases in the box above.

- |   |  |
|---|--|
| 1 Are you really sure we can meet our deadline? | 4 Do you honestly think we can rely on them? |
| 2 Won't we get support from headquarters?       | 5 Isn't there a better way to reduce costs?  |
| 3 Do you really think this will work?           |  |

### 11 Put the words in the right order to make sentences with expressions from this unit.

- 1 point back perhaps get we later can to that
- 2 answer question can't afraid I that I'm
- 3 correctly I've you'd system if understood works know like how the you to
- 4 deadline interested meet I'd to know the can if be we
- 5 those arrived you how may figures at I ask ?
- 6 Sarah to department speak suggest you I the from marketing

### 12 It's your turn now. Practise the phrases from this unit using the checklist.

**CHECKLIST FOR QUESTIONS**

- ☒ 1 Listen carefully.
- ☒ 2 Make sure you have understood the question correctly.
- ☒ 3 Reformulate the question in your own words.
- ☒ 4 If you want to postpone the question, say why politely.
- ☒ 5 If you don't know the answer, say so and offer to find out.
- ☒ 6 Answer irrelevant questions politely but briefly.
- ☒ 7 Check that the questioner is satisfied with your answer.





## OUTPUT

Look at what these people say about the question and answer session.  
Which opinion(s) do you agree with?



**Person 1** *For me, the question and answer session is the most difficult part of a presentation. I don't like it at all. You never know what questions will be asked, so you can't really prepare. I always feel extremely nervous. The problem is you have to say something quickly and don't have the time to think of a clever reply.*

**Person 2** *If you ask me, most questions aren't really questions at all. It seems as if a lot of people ask questions not because they want to get an answer but because they want to show the other participants how clever they are or how funny or whatever. I think some people just want to show off or be the centre of attention.*



**Person 3** *I like the way questions are asked by American audiences. My experience is that they usually say something positive about a presentation before they start asking questions. I think that's a very good thing because the questioner shows some respect for the presenter and also helps create a more relaxed and friendly atmosphere during the question period.*

**Person 4** *I think it's important to try and predict all the questions you might be asked. Before a presentation I always make a list of questions I expect people to ask. Then I think about possible answers and practise them. Sometimes I even get friends and colleagues to ask me questions. Of course you can't anticipate all the questions but at least you don't need to worry about the ones you have thought about. I feel much more comfortable this way.*



**Person 5** *You need to decide when you want to answer questions. Allowing questions during your talk usually creates a rather informal, seminar-like atmosphere. You can answer questions directly and involve the audience. On the other hand, answering questions after the presentation gives you more control of your structure and timing. If you want questions after your talk, you can say that your time frame is very tight or the topic is rather complex.*

## OVER TO YOU

Do you usually answer questions during or after your talk? Which do you prefer?

What other tips can you think of for preparing for the question period?

How often do you present to an English-speaking audience? How different is it from presenting to an audience in your own language?

## Test yourself!

See how much you've learned about giving presentations in English.

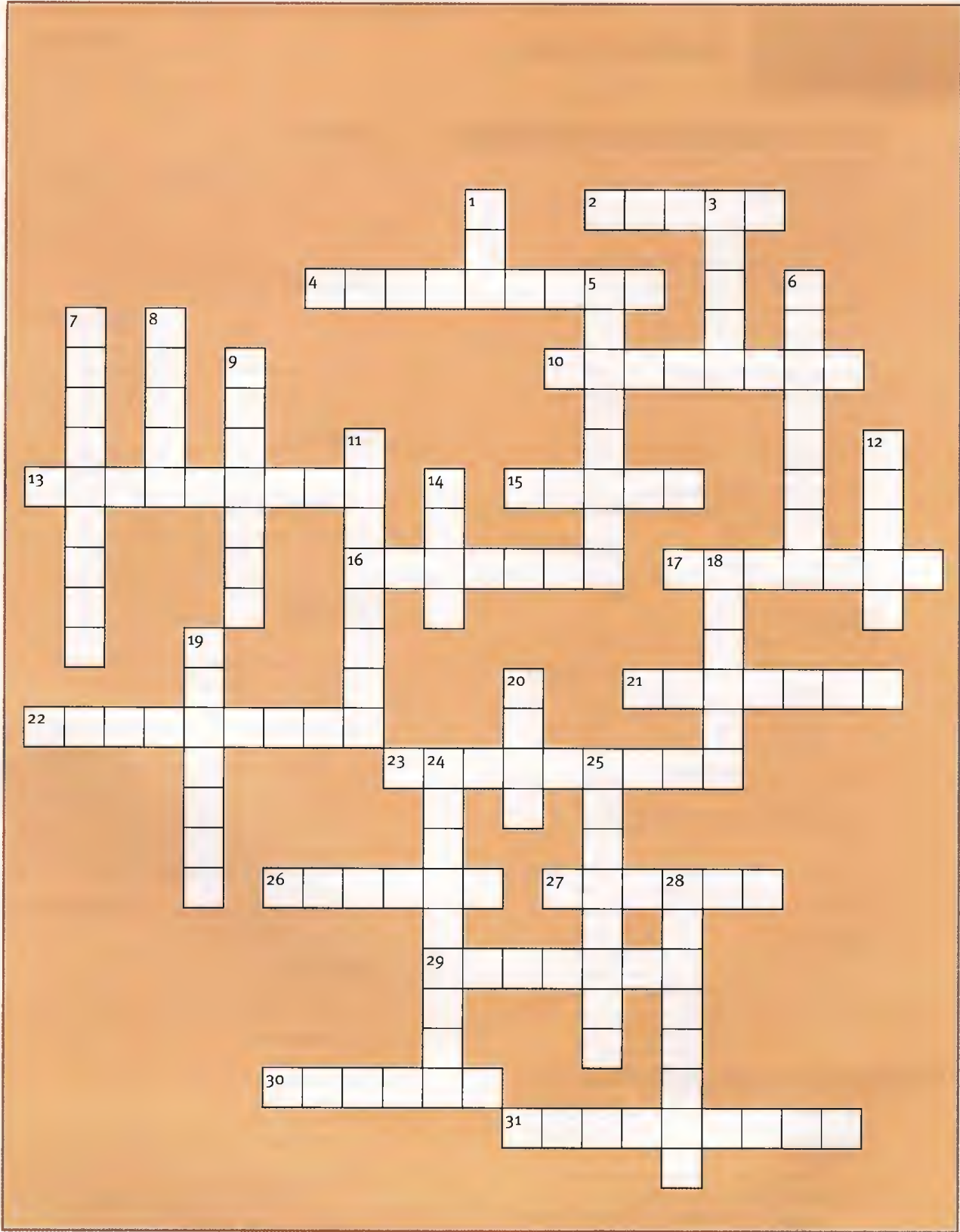
Use the clues to complete the crossword.

### Across

- 2 Indicating the start of a talk: ... *of all, I'd like to talk about the new project.*
- 4 RUEPTRINT: To speak when somebody else is speaking.
- 10 The opposite of *increase*: *We have experienced a drastic ... in orders.*
- 13 Another word for *vary*: *Orders generally ... between 1.2 and 1.4 million.*
- 15 Indicating the end of one section and the start of the next: *This ... me directly to my next topic.*
- 16 Written material for the audience: *I've prepared a ... for you.*
- 17 *in a few words*: *Let me just go over this again ... .*
- 21 Another word for *approaching*: *I'm ... the end of my talk today.*
- 22 ZSMUMIRAE: To restate the main point briefly.
- 23 Another word for *said*: *As I ... earlier, the situation is improving.*
- 26 *very small*: *There has been a ... decrease in sales this year.*
- 27 *If you don't mind, I'd ... not to discuss this today.*
- 29 Another word for *part*.
- 30 Another word for *increased*: *The British government has ... taxes again.*
- 31 DECURONIT: *Let me ... myself. My name is Brian Winston.*

### Down

- 1 What's the preposition? *She's the regional manager, responsible ... Europe.*
- 3 (PowerPoint): *Let's look at the next ... .*
- 5 A good visual for showing percentages. (2 words – 3, 5)
- 6 To deal with something (like a question) later.
- 7 Another word for *emphasize*: *I'd like to ... the main advantages.*
- 8 Another word for *subject*: *Today's ... is market segmentation.*
- 9 RUGIFES: *Here you can see the sales ... for 2007.*
- 11 To repeat the same question or information in a different ways.
- 12 Facts and figures displayed in blocks or rows and columns.
- 14 A polite way of asking somebody to do something: *Would you ... repeating that?*
- 18 Another way to say *regarding*: *With ... to.*
- 19 To make sure something is clear.
- 20 What's the preposition? *If we don't do something, we will run ... serious trouble.*
- 24 PAZEEMISH: *Let me ... the fact that we need to act quickly.*
- 25 A general description of the most important facts: *I'll begin by giving you an ... .*
- 28 Another word for *role*: *I am here in my ... as head of marketing.*





# Answer key

## UNIT 1

### page 5

#### 1 Presentation 1

Don Taylor  
head of logistics  
new semi-automatic shelving system  
people who place orders

#### Presentation 2

Charlotte Best  
team leader, IT  
project documentation  
people involved in international project  
management

#### Presentation 3

Susan Webster  
human resources manager  
in-company training and qualification programmes  
department heads

Formal 1, 3  
Less formal 2

### page 6

- 2 1 First of all  
2 introduce  
3 present  
4 particularly; place orders  
5 make it; notice  
6 screen; topic  
7 important; involved  
8 aware; schedules  
9 probably; human resources  
10 department heads; I'll need

- 3 a 3, 6 b 1, 5, 8 c 2, 9 d 4, 7, 10  
order: b – c – a – d

### page 7

- 4 1 Hi, everyone.  
2 What I want to do today is ...  
3 As you know, I'm ...  
4 It's good to see you all here.  
5 In my talk I'll tell you about ...  
6 Today I'm going to talk about ...  
7 OK, shall we get started?  
8 I know you are all very busy ...

### page 8

- 6 2 *showing* you how the database works.  
3 talking about EU tax reform.  
4 bring you up to date on SEKO's investment plans.  
5 report on our financial targets for the division.  
6 update you on the proposed training project.  
7 looking at business opportunities in Asia.  
8 begin by telling you what Jane's group is working on.

### page 9

- 7 1 start 3 Finally 5 all 7 areas  
2 Then 4 divided 6 After 8 third  
8 1 for 3 of 5 on 7 about  
2 into 4 at 6 with 8 to

### page 10

- 9 1 d 5 c 9 h  
2 f 6 g 10 j  
3 b 7 e  
4 a 8 i

B – D – I – F – G – A – C – H – E

### page 11

- 10 2 sections 5 responsible for  
3 I'm 6 realize  
4 After that; turn

- 11 1 c 3 h 5 b 7 a  
2 d 4 g 6 f 8 e

### page 12

- 12 a 4 b 3 c 1 d 2

- 1 You know; came across; magazines  
2 Imagine; responsible; go about it  
3 Did you know  
4 asking you a question; tell you why

- 13 1 Did you know that American Airlines saved \$40,000 in 1987 by eliminating one olive from each salad served in first-class?  
2 I read in an article somewhere that *can't* is a four-letter word. I tend to agree with that!  
3 Imagine you won a million euros. Who would you tell first?  
4 Can we really compete with the Chinese? Of course we can!

### page 13

- 14 1 OK, shall we get started?  
2 The subject of my presentation today is customer satisfaction.  
3 My presentation will take about 30 minutes.  
4 I'll focus on three issues.  
5 We will start by looking at the current status of the project.  
6 Did you know that this car is very popular in China?

#### 15 (suggested answer)

- 1 I 3 D 5 C 7 B 9 E  
2 A 4 H 6 G 8 F

## UNIT 2

## page 15

## STARTER

(suggested answers)

- 1 b      3 b/c      5 a/c      7 a/c  
2 c      4 a      6 a

- 1 short-time work      3  
insurance market      2  
handbooks      1  
transport regulations      4
- informing the audience about something: 2, 4
  - suggesting some solutions to a problem: 1, 3

## page 16

- 2 1 I'd like to do  
2 purpose; major developments  
3 want to do  
4 objective
- 3 1 The purpose of my talk today is to update you on new developments in R&D.  
2 What I want to do is to present alternatives to existing booking procedures.  
3 My aim is to show you how to cut costs in IT support.  
4 The objective of my presentation is to give you an overview of the British job market.  
5 Our goal is to determine our sales targets for next year.  
6 I am here today to report on my/our company's investment plans.

- 4 1 c      2 a      3 b      4 e      5 d

## page 17

- 1 so that's      6 my next point  
2 let's move on      7 So much for  
3 As I said earlier      8 Let's now turn  
4 I'd like to tell      9 what I said earlier  
5 let me give you

## page 18

- 5 2 So, let me give you a brief overview ...  
3 This now leads us to my next point.  
4 Let's move on to the next point.  
5 Let's now turn to the next issue.  
6 So much for ...  
7 So that's the background ...  
8 As I said earlier ...  
9 Let me now come back to what I said earlier.
- 6 2 This brings us directly to my next question.  
3 This leads to the next point, which is price.  
4 Let's turn now to the issue of customer service.  
5 As I mentioned before, I'd like to give you a brief overview of our activities.  
6 I'd like to come back to this question later.  
7 Let's go back to what we were discussing earlier.  
8 As I said earlier, I'll be focusing on our new sales strategies.

## page 19

- 7 1 main points      5 covered  
2 discussing      6 wanted  
3 inform      7 leads  
4 sum up      8 back
- 8 (suggested answers)  
2 As you all already know, Tony Dale is our new marketing manager for print media.  
3 As I said at the beginning of my talk, we can't operate from our local airport because we have no permission/not been given permission.  
4 As I explained ten minutes ago, we have to choose between two options.  
5 As you can see on the slide, sales have increased by 10% since the beginning of the year.
- 9 1 True  
2 False: There are only problems with supply and distribution.  
3 True  
4 False: They have had to return around 40% of the bottles.  
5 False: They may have trouble with their Christmas business.

## page 20

- 10 1 are ... having      5 prevent  
2 identify      6 accept  
3 deal      7 don't solve  
4 cope      8 will ('ll) run

## page 21

- 11 1 deal      4 take care  
2 cope      5 solve  
3 identify      6 clarify
- 12 1 with regard      4 Apart from  
2 Moreover      5 regarding  
3 concerns      6 According to
- 13 1 Let's now move on to the next point.  
2 As you all know, our topic today is globalization.  
3 My aim is to inform you about the latest developments.  
4 Additionally, we will be discussing the most important figures.  
5 As I said earlier, I'll give you a brief overview.  
6 According to this study, our customers are satisfied with it.

## UNIT 3

## page 23

## STARTER

- 1 microphone      6 screen  
2 markers      7 OHP  
3 whiteboard      8 transparency  
4 flip chart      9 pointer  
5 data projector      10 pin board

- 1 flip chart 3  
whiteboard 1  
PowerPoint slide 2

## page 24

- 2 1 these figures 6 sales figures; first  
2 highlight; two quarters 7 can see  
3 figures; board 8 go back; page  
4 have a look 9 flip back  
5 next slide; illustration

- 3 1 h 3 a 5 d 7 b  
2 c 4 g 6 e 8 f

## page 25

- 4 1 Two hundred and fifty-one  
2 Seven thousand, four hundred and eighty-nine  
3 Three point eight billion  
4 Forty-nine million euro(s)  
5 Nineteen dollars and sixty-two cents  
6 Two-thirds  
7 One hundred and seventy-five square metres  
8 One million, two hundred and forty thousand  
9 Seven point two

- 5 1 18,250 5 400 m<sup>2</sup>  
2 47,500 6 €239  
3 8,000 7 €215  
4 24.8 m

## page 26

- 6 – (less) +/– (about the same) + (more)  
a little less than about; almost just over  
just under approximately well over  
around; nearly  
roughly

(suggested answers)

- 2 Almost/Nearly 15%  
3 roughly / around two million euro(s)  
4 just over/approximately 18° centigrade  
5 just under/a little less than four dollars  
6 approximately/roughly 400 square metres

## page 27

- 8 (suggested answers)  
1 **Design/Unique design/Refrigerator design**  
• more colourful  
– customers can change colours  
– five colours to choose from  
• circular shelving system  
• compact design  
2 **Survey: British Businesses and the Euro**  
• 49% 'wait and see'  
• 13% never  
• 35% yes, immediately  
1 turn to the next point  
2 I'd like to draw your attention  
3 What's really interesting here  
4 are the results of this survey; quite interesting  
5 The good news is that  
6 where do we go from here

## page 28

- 9 1 e 3 b 5 c 7 h  
2 g 4 a 6 d 8 f

- 10 1 extremely dangerous 5 completely useless  
2 absolutely necessary 6 absolutely safe  
3 highly interesting 7 incredibly cheap  
4 surprisingly good

## page 29

- 11 1 draw your attention 5 On the other hand  
2 you'll see 6 can we explain  
3 The figures also show that 7 have a look  
4 It's quite remarkable 8 let's talk about

## 12 Making contrasts

although  
despite  
however  
nevertheless  
on the other hand  
whereas  
while

## Describing results

as a result  
consequently  
therefore  
thus

## page 30

- 1 however 4 Despite  
2 Although 5 Consequently  
3 Whereas 6 On the other hand

- 13 1 Let's have a closer look at this table.  
2 On the next graph you can see the sales figures for the first quarter.  
3 We sell almost 30% of our products to other European countries.  
4 I'd like to draw your attention to the following facts.  
5 Despite software problems we were able to achieve surprisingly good results.  
6 I'd like to stress how important this change is.

## UNIT 4

## page 32

## STARTER

- |                   |   |              |   |
|-------------------|---|--------------|---|
| bar chart         | 1 | map          | 5 |
| table             | 3 | (line) graph | 2 |
| technical drawing | 8 | pie chart    | 4 |
| flow chart        | 7 | organigram   | 6 |
- a pie chart  
b flow chart  
c organigram

## page 33

- 1 Presentation 1: pie chart  
Presentation 2: (line) graph  
Presentation 3: bar chart  
1 chart; breakdown  
2 segment; percentage  
3 have a look  
4 left-hand; represents  
5 draw  
6 take a look; slide  
7 bar chart; left; per cent



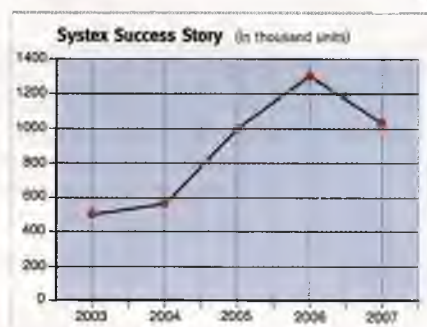
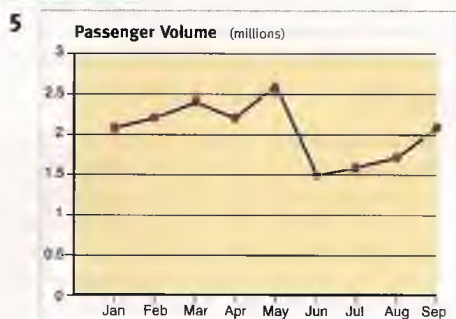
- 2 1 B 3 D 5 F 7 H  
2 A 4 E 6 C 8 G

page 34

- 3 1 c 3 i 5 a 7 j 9 b  
2 f 4 e 6 h 8 g 10 d

- 4 1 divided 5 surprised  
2 shown 6 amount  
3 see 7 attention  
4 total 8 account

page 35



- 6 **Presentation 1** **Presentation 2**
- 1 fluctuated 1 rose  
2 rose 2 rocketed  
3 fall 3 increase  
4 slumped; decline 4 went down; stood  
5 picking up  
6 reached

page 36

- |                 |                 |               |
|-----------------|-----------------|---------------|
| <b>7 Upward</b> | <b>Downward</b> | <b>Other</b>  |
| climb           | decline         | fluctuate     |
| double          | decrease        | remain stable |
| expand          | drop            | stabilize     |
| go up           | fall            | stay the same |
| grow            | go down         |               |
| increase        | hit a low       |               |
| pick up         | plunge          |               |
| reach a high    |                 |               |
| recover         |                 |               |
| rise            |                 |               |

page 37

- 8 2 Sales dropped at the beginning of the year.  
3 Energy consumption has increased over the past 30 years.  
4 Gas prices went up last month.  
5 The number of customers has grown since 2004.  
6 Surprisingly, interest rates fell yesterday.

- 7 TBN's share price hit a low after the crash in 1999.  
8 Online bookings have doubled since May last year.  
9 Order volume fluctuated between May and July.

(suggested answers)

- 2 Sales increased/rose at the beginning of the year.  
3 Energy consumption has decreased/declined over the past 30 years.  
4 Gas prices went down/fell last month.  
5 The number of customers has fallen/decreased since 2004.  
6 Surprisingly, interest rates rose/went up yesterday.

- 9 1 Correct  
2 Incorrect: Unemployment rose ...  
3 Incorrect: Why did they raise ...  
4 Correct  
5 Incorrect: Interest rates will rise ...  
6 Incorrect: The company raised ...

page 38

- 10 1 fell 4 has grown  
2 has improved 5 have doubled  
3 plunged 6 slumped

- 11 1 c 3 g 5 d 7 b  
2 e 4 a 6 f

drastic decline  
improve significantly  
rise steadily  
temporary setback

page 39

- 12 (suggested answers)  
2 fell dramatically  
3 have declined slightly  
4 rose sharply  
5 has grown considerably  
6 has decreased steadily
- 13 (suggested answers)  
2 This was followed by a sharp fall in income.  
3 We have seen a drastic decline in the number of jobs this year.  
4 There was a slight drop in hotel rates in Munich.  
5 This was followed by a sudden increase in tourist numbers.  
6 There has been a steady growth in social security costs.

page 40

- 14 1 There are several reasons for the decrease in productivity.  
2 We chose this method because we needed reliable figures.  
3 The result of this move was a drastic increase in our costs.  
4 Our new policy has led to a significant rise in sales.  
5 The slump was caused by the collapse of one of our partner firms.  
6 Downsizing resulted in a drastic fall in staff numbers.

- 7 We increased our prices and our sales went up!  
 8 Our output has doubled thanks to a new overtime policy.

cause: 1, 2, 5      effect: 3, 4, 6, 7, 8

- 15 1 in                      4 until                      7 around  
      2 between            5 from                    8 by  
      3 to                    6 of                        9 at
- 16 1 The pie chart shows our percentage of the market share.  
      2 According to the study, travel costs have risen sharply since 2006.  
      3 Interest rates were raised by 0.5% at the beginning of the year.  
      4 In June, there was a dramatic rise of 15% in transport costs.  
      5 Our productivity hit a low in December.  
      6 The decline was caused by the poor economic situation.

## UNIT 5

### page 42

- 1 1 To find out whether they can reduce air travel costs by using budget airlines and if so, how to proceed.  
      2 The options are: to take on a part-time employee, to have staff book their own flights, or to outsource the function.  
      3 The best solution is to employ a part-timer.  
      4 The presenter recommends that the ideal candidate either has Internet experience or has previously worked for a travel agent.

### page 43

- 2 **Signalling the end of the presentation**  
 Well, this brings me to the end of my presentation. (6)  
 Thank you all for listening. (a)  
 OK, I think that's everything I wanted to say ... (e)  
 As a final point, I'd like to ... (h)  
 I'm now nearing the end of my talk ... (i)

#### Summarizing the main points

I'll just run through the three different options. (1)  
 Before I stop let me go through my main points again. (5)  
 To sum up then, we ... (d)  
 I'd like to run through my main points again ... (g)  
 Just to summarize the main points of my talk ... (j)

#### Recommending or suggesting something

We'd suggest ... (2)  
 We'd therefore recommend that we ... (4)  
 In my opinion, we should ... (b)  
 What I'd like to suggest is ... (k)

#### Inviting questions

Now I'll be happy to answer any questions you may have. (3)  
 We just have time for a few questions. (c)  
 Are there any questions? (f)

### page 44

- 3 1 Well, that brings me to the end of my talk today.  
      2 Before I stop, let me go over the key issues again.  
      3 As a final point, let me say what this means for us.  
      4 Finally, I'd like to highlight one key issue.  
      5 To sum up then, we first looked at the product range ...  
      6 That covers just about everything I wanted to say about logistics.
- 4 1 briefly summarize                      5 final point  
      2 figures we have                        6 my opinion  
      3 now approaching                       7 come back  
      4 to highlight                              8 suggest that

### page 45

- 5 (model answer)  
 I'm now nearing the end of my talk. I'd just like to run through the main points again. First I talked about the delays that we've been having with the first trials and showed you how we are dealing with them. Then we reviewed the various partners that are currently involved in the project and how we can work together most effectively. Finally, I talked about the next steps, i.e. where we go from here. So, to conclude, I'd like to highlight one key point. That's the fact that we were able to get IRG Design involved. This is very important to the success of the project as they have a lot of experience in this area and a very good reputation for quality. So, now you've got the full picture. Any questions?
- 6 Call to action 4                      Question 2  
      Story 1                              Quotation 3
- a Presentation 2: do we really want to miss  
 b Presentation 3: finish with something  
 c Presentation 4: So, the next step is yours  
 d Presentation 1: Let me go back to the story; Remember; So, this just shows you

### page 46

- 7 1 f                      3 e                      5 c                      7 d  
      2 b                      4 g                      6 a
- 8 1 on                      4 for                      7 about  
      2 in                      5 through                      8 by  
      3 to                      6 out
- 9 **Across**                      **Down**  
      4 quote                      1 through  
      5 suggest                      2 cons  
      6 highlight                      3 key  
      9 recap                      7 goal  
      10 all                      8 track

### page 47

- 10 3 never                      10 start  
      4 We                      11 only  
      5 us                      12 not  
      6 strategy                      13 quite  
      7 dramatic                      14 good  
      8 production                      15 do  
      9 I                      16 Where



page 48

11 Finally, //let me come back to the key points of my talk. //I told you that in the first quarter, //more than half, or 52%, //of our revenues //came from overseas. //This is in line with the targets we set out //in 2004 //when we decided we wanted to continue to rely on overseas markets, //especially China, to keep growing. In the past three months we've added more new customers in China //than in any other country.  
Now //what are our targets for the next few months? // The first major step //will be the introduction of our PayPal payment service in China. //And then // we will focus on finding customers in existing markets, //such as the US and Germany. //who haven't tried buying from our website yet.

- 12 1 Let me summarize the most important results.  
2 I'd like to go through the main points again.  
3 In my opinion, we have to change our sales strategy.  
4 I'd recommend that we focus on the Asian market.  
5 I'm now approaching the end of my presentation.  
6 Now let's put it all into practice!

UNIT 6

page 50

- 1 She answers the question: 1  
She doesn't answer: 3  
She doesn't know the answer: 4  
She doesn't understand the question: 2

page 51

- 2 1 happy to answer 3 another question  
do you mean don't mind  
mentioned earlier Actually  
2 Would you mind 4 Could you tell us  
quite understand I'm afraid; could answer

page 52

- 3 1 d 3 a 5 g 7 c 9 e  
2 b 4 f 6 i 8 h  
a: 3, 6, 9  
b: 1, 2  
c: 4, 5, 7, 8

- 4 1 Are there any questions  
2 Could you give us  
3 Would you mind  
4 No, no, not at all  
5 May I ask  
6 Go ahead  
7 I'd be interested  
8 I suggest you speak to  
9 Excuse me  
10 Does that mean

page 53

- 5 3 how we compare with other firms?  
4 whether we will cooperate with our branches in the UK?

- 5 how she arrived at those results?  
6 if/whether there are any figures to back this up?  
1 a 2 b 3 e 4 c 5 f 6 d

page 54

- 7 a 2 b 1 c 4 d 3

page 55

- 8 1 If I have understood you correctly, Louise, your question  
2 if you don't mind, I'd like to answer your question a bit later  
3 that's a very valid question; repeat it  
4 It means that; Does that answer  
9 1 prefer  
2 summarize/recap; mention  
3 deal  
4 go  
5 answer  
6 move; summarize/recap  
7 mind

page 56

- 10 (suggested answers)  
1 I see, so what you're asking is: How can we be sure to meet the deadline?  
2 If I understand you correctly, you want to know whether we will get support from headquarters.  
3 If I could just rephrase your question, you'd like to know how this will work.  
4 You're asking me whether we can rely on them.  
5 OK, let me just rephrase your question so everybody can hear it. You want to know the most effective way to reduce costs.  
11 1 Perhaps we can get back to that point later.  
2 I'm afraid I can't answer that question.  
3 If I've understood you correctly, you'd like to know how the system works.  
4 I'd be interested to know if we can meet the deadline.  
5 May I ask how you arrived at those figures?  
6 I suggest you speak to Sarah from the marketing department.

pages 58/59

TEST YOURSELF!

- | Across       | Down         |
|--------------|--------------|
| 2 first      | 1 for        |
| 4 interrupt  | 3 slide      |
| 10 decrease  | 5 pie chart  |
| 13 fluctuate | 6 postpone   |
| 15 leads     | 7 highlight  |
| 16 handout   | 8 topic      |
| 17 briefly   | 9 figures    |
| 21 nearing   | 11 rephrase  |
| 22 summarize | 12 table     |
| 23 mentioned | 14 mind      |
| 26 slight    | 18 regard    |
| 27 prefer    | 19 clarify   |
| 29 section   | 20 into      |
| 30 raised    | 24 emphasize |
| 31 introduce | 25 overview  |
|              | 28 function  |



## Transcripts

### UNIT 1, EXERCISE 1



#### Presentation 1

- 2 Good morning, ladies and gentlemen. First of all, let me thank you all for being here today. I'm glad that so many of you could come, especially since I know that this time of the year is probably the busiest for you. Let me introduce myself. My name is Don Taylor. I'm the head of logistics here at Air Spares. Logistics is a centre of competency dedicated to providing you with the spare parts you need, precisely when you need them. I'm here today to present our new semi-automatic shelving system. My talk is particularly relevant to those of you who place orders for the different parts we supply.



#### Presentation 2

- 3 OK, shall we get started? Hello everyone. For those of you who don't know me, I'm Charlotte Best from IT. I'm a team leader. I'm happy that so many of you could make it today at such short notice. I know that you're all extremely busy at the moment, so I'd like to start with my presentation right away. As you can see on the screen, our topic today is project documentation. We're going to look closely at drafting, storing, archiving as well as accessing documents in our new SAP system. We'll also examine the much improved handling of all project documentation as well as user rights. This is extremely important for all of us who are directly involved in international project management, right? You don't need me to spell it out ... if it isn't documented, it doesn't exist.



#### Presentation 3

- 4 Good afternoon. I'm aware that you all have very tight schedules, so I appreciate you taking the time to come here today. As you probably know, my name is Susan Webster. I'm the new human resources manager here at Weston Ltd. What I'd like to present to you today is my department's new concept for improving our in-company training and qualification programmes. This is based on feedback from your departments. Today's topic will be very important for you as department heads, since I'll need your help to evaluate and select candidates for training.

### UNIT 1, EXERCISE 9



See page 10.

5

### UNIT 1, EXERCISE 12



- 1 You know, I was sitting in the waiting room at the dentist's the other day when I came across something very interesting in one of the magazines that was lying there. It said that chocolate is really a vegetable because we get it from cocoa and sugar, which come from cocoa beans and sugar cane – both plants, i.e. vegetables, right? Chocolate a health food? Ha! You know, it's all about the way things are presented and how we look at them. Image building, ladies and gentlemen, that is our business, and we're here today to ...



2

Imagine you worked in a small to medium-sized company and were responsible for making people in your company aware of health and safety issues. How would you go about it? Would you have a meeting? Send everyone an email? Take a few moments to think about it.



3

Did you know that the number of possible ways of playing the first four moves per side in a game of chess is 318,979,564,000? Let me just write that number on the board: 318 billion, 979 million, and 564 thousand. Now, what does that have to do with our topic today, which, as you know, is project management? Well, let me tell you.



4

So, let me start by asking you a question. Why should we introduce a double quality check here at Auto Spares & Parts, one at goods-in and another at goods-out? After all, our products come from certified suppliers and we have an excellent track record for providing quick and competent service. So, why bother? Well, I'm here today to tell you why. For those of you who don't know me, my name is ...

### UNIT 2, EXERCISE 1



1

As you know, I've been asked to talk to you about the handbooks for our all-in-one systems for smaller businesses. Peter Collins from customer care has told me that they have been getting a lot of phone calls and emails from users who say that the set-up instructions are extremely complicated and don't match the sketches. What I'd like to do today is to make some suggestions on how we can make our handbooks more user-friendly.



2

I'd like to talk to you today about how globalization has changed the face of the insurance industry. The purpose of my talk is to provide you with information on the major developments in the insurance market in the last few months. I'd like to start with ...



3

OK, let's get started. We're here to discuss the introduction of short-time work in our company. As you know, our order books are not the fullest at the moment so we have to find ways to get through this crisis and at the same time keep jobs. What I want to do this morning is to show you how we could reorganize our working hours. Among other things, I'll be talking about ...



4

As you can see from your handouts, we'll be looking at some new European transport regulations today. The objective is to bring you up to date with the latest changes which will be introduced on January 1. These changes will mainly affect transport companies in the EU but they will also ...

## UNIT 2, EXERCISE 4

- 14 See page 17.

## UNIT 2, EXERCISE 9

- 15 Thanks, Jim. OK. As you probably know, we are currently having difficulties with our new men's cosmetic line. These problems lie chiefly with our main bottle supplier, but we are also having trouble with distribution. I'd like to quickly identify the problems and then make some suggestions on how we can deal with the consequences.

So, let's start with our bottle supplier then ... We've been having serious difficulties with GSG, which is our main plastic bottle supplier, regarding both quantity and quality. We don't understand why, but they don't seem to be able to supply the quantities we order from them. In addition, the quality of the material is so poor that we have had to return about 40% of the bottles. We've been trying to cope with these problems – the delays, the poor quality – all along, but so far we've not been able to find ways to prevent them from happening again. It's clear we can no longer continue to accept these conditions. Moreover, we're now getting ready for the Christmas season. If we don't solve our supply problems within the next two weeks, we'll run into serious trouble with respect to our Christmas business.

Let's move on to distribution. Here the problem lies with ...

## UNIT 3, EXERCISE 1

- 16 **1** Take a look at these figures. They clearly highlight how a combination of two significant external factors affected our business in the first two quarters of this year. One important factor is the oil price, the second the development of the euro against the dollar. In 2002 we exported nearly two-thirds of our products to the US and Canada. Since then oil has become much more expensive and so has the euro. Let me show you what this means for our export business. I'll just write some figures on the board and then we will go on to discuss the next point.
- 17 **2** OK. Let's now have a look at our new magnetic ski rack Matterhorn which was launched in August. This system is more compact than the old one and also easier to handle. Another advantage is that it can also be used for snowboards. We hope to sell at least 5,000 of these systems within the next two months. On the next slide you will see an illustration of the Matterhorn X-15.
- 18 **3** As I explained earlier, we've worked very hard to make our products more attractive for the customer. These are the sales figures for Europe for the first three quarters of this year. As you can see here, we've had a very successful year. We have sold about 21,000 fully automatic espresso machines and nearly 7,500 semi-automatic machines so far. To highlight our success even further, let's go back to the 2003 figures on the previous page. Let me just flip back to it. Ah yes, here it is.

## UNIT 3, EXERCISE 4

- 20 See page 25 Answer key on page 62.

## UNIT 3, EXERCISE 5

- 21 **1** Let's look at the figures in this table more closely. As you can see in the first row, we sold 18,250 cars in Germany in the first quarter while in the same period we sold roughly 32,000 in the EU. Our non-EU market was still relatively small with sales of about 8,000 cars. Now if you look at the second quarter, you will see a dramatic change. Whereas our German business didn't increase much, sales in the other two areas developed very well. In the EU, 47,500 cars were sold and in non-EU countries sales went up to 17,300, which I'm sure you will agree is an extremely good result.
- 22 **2** If you look at the next slide, you will see the layout of our new open-plan office in Hamburg. As you can see from the plan, it's 24.8 metres long and about 16 metres wide, for a total of just over 400 square metres. Our office will be on the 12th floor of the building, which has a total of 16 floors. We'll be moving to our new premises on 15 February if everything goes according to plan.
- 23 **3** You can see the five most expensive cities for business travellers in this table. Venice leads the table with an average rate of €387. In Rome, the business traveller has to pay €239 and in Paris a room costs €226. In New York City the average room rate is €225 and in Milan it's €215 per night.
- 24 **UNIT 3, EXERCISE 8**
- 25 **1** So, we've seen that our new line of refrigerators is environmentally friendly. Let's now turn to the next point, which is their unique design. I'd like to draw your attention to three new design features. First, the refrigerators are more colourful. Apple started the trend of colourful computers in the office. We think that consumers want more colour in their kitchens, too, and our refrigerators provide that. What's really interesting here is that customers can change the colour panels – there are five colours to choose from – to match their home, their mood, the seasons, whatever. The second unique design feature is the circular shelving system. Each shelf can be rotated, so that all items of food are easy to reach and nothing gets lost in the back of the fridge again. And finally, the new refrigerator has a compact design. This means that it takes up less floor space while holding as much as a conventional refrigerator.
- 26 **2** About 1,000 businesses in the UK were asked if Britain should introduce the euro. What are the results of this survey? Well, I think you'll agree that the results are quite interesting. As you can see from this table, 49% said they wanted to 'wait and see'. Only 13% said Britain should never join the euro zone. The good news is that nearly 35% said we should go in immediately. So, where do we go from here?



## UNIT 3, EXERCISE 11

25 See page 29.

## UNIT 4, EXERCISE 1

26 **Presentation 1**

The next chart shows the breakdown by age in our company. You can see that the biggest segment – almost 70% – indicates the percentage of employees in the age group 35 to 50. About 19% of our staff are between 51 and 60 years of age and 2% are above 60. The final 'pie' is the most interesting for our discussion today; it shows the percentage of employees under 35 years of age, which I think you'll be surprised to hear is currently only 9% of our total staff.

27 **Presentation 2**

Let's now have a look at the sales figures over the past five years. First, let me quickly explain the graph. You can see that different colours have been used to indicate each of our main sales areas. The key in the bottom left-hand corner shows you which colour represents which area. The red line, for example, gives us the sales figures for Belgium, the green line is for Germany, and so on. OK, so I'd like to first draw your attention to the sales figures for France – that's the blue line here.

28 **Presentation 3**

Now I'd like you to take a look at this next slide which shows how the cost of living developed in Europe between 2003 and 2007. According to the European Economic Institute, living expenses rose by between 1.1 and 2% each year. If you look at the bar chart on the left, you will see that the highest increase was in 2005 with a rise of 2%.

## UNIT 4, EXERCISE 5

29 **Presentation 1**

First, I'd like you to look at this graph, which shows the ups and downs in our passenger volume over the past nine months. As you can see here, passenger numbers fluctuated between 2.1 and 2.3 million in the first four months. They even rose moderately in May, reaching just over 2.5 million at the end of the month. In June you'll notice a sharp fall in passenger numbers as a direct consequence of HLX's entry into the market. Now as you all know, HLX is a no-frills airline with direct flights to almost all major south east Asian cities. Passenger traffic slumped to about 1.5 million – a decline of almost 40%. In early July we introduced a new, more aggressive pricing system to boost sales. As a result, ticket sales started picking up in July. By the end of September passenger numbers had reached just over 2 million.

30 **Presentation 2**

On the next graph you'll see the sales figures for Systex in the past five years. Let me now highlight the most important facts about our hay fever medication. Despite an intensive advertising campaign, we had a slow start in Europe in 2003, selling 500,000 units in the first twelve months. The figure rose by about

50,000 in the following year. In 2005, however, sales rocketed to 1 million following the problems at TC PHARMA, our main competitor in the anti-allergy sector. 2006 saw an even further increase in sales to 1.3 million due to the extremely warm and long summer. As expected, sales went down again in 2007 and stood at just over a million at the end of the year.

## UNIT 4, EXERCISE 11

31 See page 38.

## UNIT 5, EXERCISE 1

32 Well, this brings me to the end of my presentation. Before I stop, let me go through my main points again. You gave us the brief to find out (a) whether we can reduce our air travel costs by using budget airlines and (b) if so, how we should proceed. So, to sum up ... first question: is it really viable to use these no-frills airlines? Clear answer there! In some cases we can save as much as 60% compared to regular flights. The next question: how to proceed? In other words, who would be able to handle the online bookings most efficiently? I'll just run through the three different options we investigated again: option 1, we take on a part-time employee for this job; option 2, staff book their own flights; option 3, we outsource this function. So, what is the best solution for us? From a financial point of view our results are absolutely clear: option one. A part-timer would be the best, the cheapest, and least time-consuming solution. We'd therefore recommend that we recruit a part-time employee who could handle all our online bookings. The ideal candidate should either have some Internet experience or have previously worked for a travel agent. We'd suggest a limited contract to begin with. So, now it's up to you to decide where to go from here. I'm sure you'll make the right choice. Now I'll be happy to answer any questions you may have.

## UNIT 5, EXERCISE 6

33 **1** Let me go back to the story I told at the start of my talk. Remember, the sales meeting in Vienna with the disappointed Japanese businessmen? Three days later we got an email saying they were going with us after all. So, this just shows you that knowing your entire product range is the key to success.

34 **2** So, to conclude, I'm convinced that ICM would be an excellent method to make better use of the knowledge we have. And it would strengthen our market position. So, do we really want to miss this opportunity to get ahead of our competitors?

35 **3** Finally, let me highlight the key question once again: do we need a digital telephone system or can we upgrade the existing one? As I've shown in my brief presentation today, we must invest in the new system; an upgrade is just not feasible. I'd just like to finish with something former US president Bill Clinton once said: 'You can put wings on a pig, but you don't make it an eagle.'



- 36 **4** Before I end my presentation today, I'd like to briefly recap the main reasons for doing business with us. We use state-of-the-art technology. We provide round-the-clock professional customer care. And, most important, we customize our products and services to give you what you need when you need it. So, the next step is yours. Set up an appointment with our project manager and our SAP consultant and we can work out the best practice solutions that suit your business.

#### UNIT 5, EXERCISE 11

37 See page 48.

#### UNIT 6, EXERCISE 1

- 38 **1**  
**A** And now I'll be happy to answer any questions you may have. Yes?  
**B** You were talking about software problems. What exactly do you mean by that?  
**A** Well, I mentioned earlier that the new software is being tested at the moment. In the trial runs we've had more than 150 bugs so far and at the moment we're not sure how long it will take us to solve all these problems. Does that answer your question?  
**B** Yes, thank you.
- 39 **2**  
**A** Are there any more questions? Mr Lee?  
**C** Would you mind telling us whether the new software will help to improve our company's image?  
**A** I'm afraid I don't quite understand your question. Could you be a bit more specific?  
**C** Yes, I'd like to know whether we will also use the new software to make our company more attractive for the customer. I'm talking about a new website, interactive applications, and so on.  
**A** Oh, I see. Yes, well, as I said earlier ...
- 40 **3**  
**B** I have another question. It's about the piloting stage. Which division will start piloting the software first?  
**A** If you don't mind, I'd prefer not to discuss that today. Actually, there will be a meeting next week where that will be decided.
- 41 **4**  
**A** Mr Martinez, you have a question?  
**D** Yes. You spoke about special training courses earlier. Could you tell us how they will be organized?  
**A** Sorry, I'm afraid that's not my field. But I'm sure Linda Cole from the training department could answer that question. I'll ask her to get in touch with you on that. Well, if there are no more questions, all that remains for me to do is to wish you a nice evening!

#### UNIT 6, EXERCISE 4

42 See page 52.

#### UNIT 6, EXERCISE 7

- 43 **1**  
**A** So, delivery of the units has been set for 15 May. That gives us three months to handle the production and packaging. I'd like to turn now to the ...  
**B** Ah, excuse me. Do you really think that's realistic? I mean, three months. What about our staff problems?  
**A** If I have understood you correctly, Louise, your question is how we can meet the delivery date as we are slightly under-staffed in production at the moment. Well, let me answer your question right away. First of all ...
- 44 **2**  
**A** And talking of mergers, don't forget the successful German haircare company, Wella, which was taken over by Procter and Gamble only a few years ago. What we need to discuss is whether it's the right moment for us to consider a merger with Carter Financial Services.  
**B** Could you tell us what their turnover was last year?  
**A** Sorry, if you don't mind, I'd like to answer your question a bit later when we discuss the financial side of this merger. OK, I was just moving on to the timing of the merger and ...
- 45 **3**  
**A** ... and this brings me to the most important topic of today's session. Due to our new European harmonization strategy, our complete sales, after-sales, and marketing departments will be relocated to Aberdeen by July next year. Now I know this may come as a shock to most of you but I can guarantee that all the staff affected will be fully supported every step of the way.  
**C** Excuse me, but may I ask how you propose to support those people who are tied to this location, for example those of us who care for elderly parents or whose children are in a special needs school for example?  
**A** Yes, that's a very valid question. Let me just repeat it so everybody can hear. You're concerned about staff members who will find it difficult to move away from Bristol due to family commitments. Yes, well, of course we will not force anyone to move and our works council is working very closely with HR to find the best solutions for everyone. If you look on our intranet ...
- 46 **4**  
**A** The main advantages of 'smart' credit cards are ...  
**D** Sorry to interrupt, but could you explain what 'smart' means in this context?  
**A** Yes, sure. It means that the big credit card companies like Visa and Mastercard use special microchips instead of the usual magnetic strips on their cards. Does that answer your question?  
**D** Yes, thank you.  
**A** OK, so let's go back to the main advantages of 'smart' credit cards. ...

# A-Z word list

## Your language

**A** to **access** ['ækses]  
**according to** [ə'kɔ:dɪŋ tə]  
 to **achieve** [ə'tʃi:v]  
**actually** ['æktʃuəli]  
 to **admit** [əd'mɪt]  
**advantage** [əd'vɑ:ntɪdʒ]  
**advertisement** [əd'vɜ:tɪsmənt]  
**advice** [əd'vaɪs]  
 to **affect** [ə'fekt]  
**allergy** ['ælədʒi]  
 to **allow** [ə'lau]  
**amazing** [ə'meɪzɪŋ]  
**anecdote** ['ænikdəʊt]  
**annual** ['ænjʊəl]  
 to **anticipate** [æn'tɪsɪpeɪt]  
 to **applaud** [ə'plɔ:d]  
**application** [æplɪ'keɪʃn]  
 to **appreciate** [ə'pri:ʃieɪt]  
 to **approach** [ə'prəʊtʃ]  
 to **archive** ['ɑ:kai:v]  
**around** [ə'raʊnd]  
**as a result of** [əz ə rɪ'zʌlt əv]  
**as well as** [əz 'wel əz]  
**at least** [ət 'li:st]  
**at short notice** [ət ʃɔ:t 'nəʊtɪs]  
 to **attend** [ə'tend]  
**attention** [ə'tenʃn]  
**audience** ['ɔ:diəns]  
**average** ['ævərɪdʒ]  
 to **avoid** [ə'vɔɪd]  
**aware (of), to be ~** [ə'weə əv]

**B** **back and forth** [bæk ənd 'fɔ:θ]  
 to **back sth up** [bæk 'ʌp]  
**background** ['bækgraʊnd]  
**bar chart** ['bɑ: tʃɑ:t]  
**based on** [beɪst ɒn]  
 to **benefit** ['benɪfɪt]  
 to **boost** [bu:st]  
 to **bother** ['bɒðə]  
**branch** [brɑ:ntʃ]  
**brand** [brænd]  
**breakdown** ['breɪkdaʊn]  
 to **breathe** [bri:ð]  
**bug** [bʌg]  
**bullet chart** ['bʊlɪt tʃɑ:t]

**C** **campaign** [kæm'peɪn]  
 to **catch** [kætʃ]  
**certain** ['seɪn]  
**chess** [tʃes]  
**circular** ['sɜ:kjələ]  
**clarification** [klə'rɪfɪ'keɪʃn]  
 to **clarify** ['klærəfaɪ]  
 to **climb** [klaɪm]  
**common interest** [kɒmən 'ɪntrəst]  
 to **compare with** [kəm'peə wɪð]  
**compared to** [kəm'peəd tə]  
**competitiveness** [kəm'petɪtɪvnəs]  
**competitor** [kəm'petɪtə]  
 to **complain** [kəm'pleɪn]  
**concerning** [kən'sɜ:nɪŋ]

## Your language

to **conclude** [tə kən'klʊd]  
**connection with, in ~**  
 [ɪn kə'nekʃn wɪð]  
**consequence** ['kɒnsɪkwəns]  
**consequently** ['kɒnsɪkwəntli]  
**considerably** [kən'sɪdərəbli]  
**construction site** [kən'strʌkʃn saɪt]  
**consumption** [kən'sʌmpʃn]  
**conventional** [kən'venʃənəl]  
**convinced** [kən'vɪnst]  
 to **cope with** ['kɒp wɪð]  
**counterpart** ['kaʊntəpɑ:t]  
**course of, in the ~** ['kɔ:s əv]  
 to **cover** ['kʌvə]  
 to **cross your arms** [krɒs jɔ: 'ɑ:mz]  
**current status** [kərənt 'steɪtəs]  
**current** [kərənt]  
**customize** ['kʌstəmaɪz]

**D** to **deal with** [di:l wɪð]  
 to **decline** [dɪ'klaɪn]  
 to **decrease** [dɪ'kri:s]  
 to **dedicate** ['dedɪkeɪt]  
**delay** [dɪ'leɪ]  
**delighted, to be ~** [bi dɪ'laɪtɪd]  
 to **describe** [dɪ'skraɪb]  
**despite** [dɪ'spaɪt]  
**development** [dɪ'veləpmənt]  
**diagram** ['daɪəgrəm]  
**disappointed** [dɪ'sə'pɔɪntɪd]  
 to **discuss** [dɪ'skʌs]  
 to **distract** [dɪ'strækt]  
**divided** [dɪ'vaɪdɪd]  
**dividend** ['dɪvɪdend]  
**division** [dɪ'vɪʒn]  
**downsizing** ['daʊnsaɪzɪŋ]  
 to **draft** [dra:ft]  
 to **drop** [drɒp]

**E** **eagle** ['i:gl]  
 to **emphasize** ['emfəsaɪz]  
 to **ensure** [m'ʃʊə]  
**enthusiasm** [ɪn'θju:ziæzəm]  
**entire** [ɪn'taɪə]  
**equipment** [ɪ'kwɪpmənt]  
 to **evaluate** [ɪ'veljueɪt]  
 to **exhale** [eks'heɪl]

**F** to **face** [feɪs]  
 to **fail to do sth** [feɪl]  
**familiar with, to be ~**  
 [fə'mɪliə wɪð]  
**family commitments**  
 [fæməli kəmɪtmənts]  
**feasible** ['fi:zəbl]  
 to **feel free to do sth** [fi:l 'fri: tə]  
 to **find ways to** [faɪnd 'weɪz tə]  
 to **fit** [fɪt]  
 to **flip back** [flɪp 'bæk]  
**floor space** ['flɔ: speɪs]  
**flow chart** ['fləʊ tʃɑ:t]  
 to **flow** [fləʊ]  
 to **fluctuate** ['flʌktʃueɪt]  
**fortunately** ['fɔ:tʃənətli]



## Your language

**G** to **gather** ['gæðə]  
to **generate sales** ['dʒenəreɪt seɪlz]  
**gesture** ['dʒestʃə]  
to **get ahead of sb** [get ə'hed əv]  
to **get down to sth** [get 'daʊn tə]  
to **go according to plan**  
[gəʊ ə'kɔːdɪŋ tə 'plæn]  
to **go ahead with sth** [gəʊ ə'hed]  
**goods** [gʊdz]  
**guideline** ['gaɪdlɪn]

**H** **HR (Human Resources)**  
[ˌhjuːmən rɪ'sɔːsɪz]  
to **handle** ['hændl]  
**hay fever** ['heɪ fi:və]  
**headline** ['hedlɪn]  
**headquarters** [ˌhed'kwɔːtəz]  
to **highlight** ['haɪlaɪt]  
to **hit a low** [hɪt ə 'ləʊ]  
to **hold** [həʊld]  
**honest** ['ɒnɪst]  
**however** [haʊ'evə]

**I** **impatient** [ɪm'peɪənt]  
**impressed with, to be ~**  
[ɪm'prest wɪð]  
to **improve** [ɪm'pruːv]  
in **addition to** [ɪn ə'dɪʃn tə]  
in **charge of, to be ~**  
[ɪn 'tʃɑːdʒ əv]  
in **line with, to be ~** [ɪn 'laɪn wɪð]  
**income** ['ɪnkəm]  
to **increase** [ɪn'kriːs]  
**insurance** [ɪn'ʃʊərəns]  
to **interrupt** [ˌɪntə'rʌpt]  
**interruption** [ˌɪntə'rʌpʃn]  
to **introduce oneself**  
[ˌɪntroʊ'djuːs wənself]  
**investment** [ɪn'vestmənt]  
**involved in, to be ~**  
[ɪn'vɒlvd ɪn]  
**issue** ['ɪʃuː]  
**item** ['aɪtəm]

**J K** to **join** [dʒɔɪn]  
**joint venture** [ˌdʒɔɪnt 'ventʃə]  
**just over** [dʒʌst 'əʊvə]  
**just under** [dʒʌst 'ʌndə]  
to **keep calm** [kiːp 'kɑːm]  
to **know sth off the top of your head**  
[nəʊ ɒf ðə ˌtɒp əv jɔː 'hed]

**L** **labour costs** ['leɪbə kɒsts]  
to **launch** [lɒntʃ]  
to **lead to** ['liːd tə]  
to **lean forward** [liːn 'fɔːwəd]  
**limited contract**  
[ˌlɪmɪtɪd 'kɒntrækt]  
**(line) graph** ['laɪn grɑːf]  
**living expenses** [lɪvɪŋ ɪk'spensɪz]

**M** **magnetic strip** [mæɡ'netɪk 'striːp]  
**main part** ['meɪn ˌpɑːt]  
**major** ['meɪdʒə]  
to **make a good impression**  
[ˌmeɪk ə ɡʊd ɪm'preʃn]  
to **make sth up** [ˌmeɪk 'ʌp]  
to **make sure** [ˌmeɪk 'ʃʊə]  
to **manage to** [ˌmænɪdʒ tə]  
**marker** ['mɑːkə]

## Your language

**market share** [ˌmɑːkɪt 'ʃeə]  
**medium-sized** ['miːdiəm saɪzd]  
to **meet a deadline**  
[miːt ə 'dedlaɪn]  
to **mention** ['menʃn]  
**merger** ['mɜːdʒə]  
**microphone** ['maɪkrəfəʊn]  
to **mind** [maɪnd]  
to **miss an opportunity**  
[ˌmɪs ən ɒpə'tjuːnəti]  
**moderately** ['mɒdərətli]  
**monitoring equipment**  
[ˌmɒnɪtərɪŋ ɪ'kwɪpmənt]  
**motorist** ['mɔːtərɪst]  
to **move on to** [ˌmuːv 'ɒn]

**N** **nevertheless** [ˌnevəðə'les]  
**no-frills airline** [nəʊ ˌfrɪls 'eəlaɪn]  
**noisy** ['nɔɪzi]  
to **notice** ['nəʊtɪs]  
**nursing home** ['nɜːsɪŋ haʊm]

**O** **OHP (overhead projector)**  
[ˌəʊvəhed prɒ'dʒektə]  
**on the other hand**  
[ɒn ði 'ðə hænd]  
**on the right track, to be ~**  
[ɒn ðə raɪt 'træk]  
**open-plan office**  
[ˌəʊpənplæn 'ɒfɪs]  
**order placement** [ˌɔːdə pleɪsmənt]  
**organigram** [ˌɔːɡæmɪɡræm]  
**output** ['aʊtpʊt]  
to **outsource** [ˌaʊtsɔːs]  
to **overdo sth** [ˌəʊvə'duː]  
**overhead** [ˌəʊvəhed]  
**overkill** [ˌəʊvəkɪl]  
to **overload** [ˌəʊvə'ləʊd]  
**overseas** [ˌəʊvə'seɪz]  
**overuse** [ˌəʊvə'juːs]  
**overview** [ˌəʊvəvjuː]

**P** **packaging** ['pækɪdʒɪŋ]  
**participant** [pɑː'tɪsɪpənt]  
**particularly** [pɑː'tɪkjələli]  
**part-time employee**  
[ˌpɑːttɪm ɪm'plɔɪiː]  
to **pass on** [ˌpɑːs 'ɒn]  
to **pass out** [ˌpɑːs 'aʊt]  
**permission** [pə'mɪʃn]  
to **pick up** [ˌpɪk 'ʌp]  
**pie chart** ['paɪ tʃɑːt]  
**pin board** ['pɪn bɔːd]  
to **plant sth in sb's mind** [plɑːnt  
ˌsʌmθɪŋ ɪn ˌsʌmbədɪz 'maɪnd]  
**plant** [plɑːnt]  
to **plunge** [plʌndʒ]  
to **point out** [ˌpɔɪnt 'aʊt]  
**pointer** ['pɔɪntə]  
to **postpone** [pə'spəʊn]  
**precisely** [prɪ'saɪsli]  
to **predict** [prɪ'dɪkt]  
**premises** ['premɪsɪz]  
**prescription drugs**  
[prɪ'skrɪpʃn drʌɡz]  
**present** ['preznt]  
to **present** [prɪ'zent]  
to **prevent** [prɪ'vent]  
**previously** [prɪ'vɪəsli]  
**procedure** [prə'siːdʒə]  
**progress** ['prɒɡres]



## Your language

to **propose** [prə'pəʊz ]  
**proposed** [prə'pəʊzd ]  
**pros and cons** [prəʊz and 'kɒnz ]  
to **prove** [pru:v ]  
to **provide sb with** [prə'vaɪd wɪð ]  
**purpose** ['pɜ:pəs ]  
**put sth into practice**  
[put into 'præktɪs]

## QR

**quarter** ['kwɔ:tə ]  
**question and answer session**  
[kwestʃən and 'ɑ:nsə seʃn]  
**R&D (Research and Development)**  
[rɪ'sɜ:tɪf ən dɪ'veləpmənt]  
**rack** [ræk ]  
to **raise sth** [reɪz ]  
to **raise your voice** [reɪz jɔ: 'vɔɪs ]  
**rapport** [ræ'pɔ: ]  
**rating** ['reɪtɪŋ ]  
to **reach** [ri:tʃ ]  
to **recap** ['ri:kæp ]  
**record high** ['rekɔ:d haɪ ]  
to **recover** [rɪ'kʌvə ]  
to **recruit** [rɪ'krut ]  
to **reduce** [rɪ'dju:s ]  
to **relocate to** [rɪ'ləʊ'keɪt ]  
to **rely on sb** [rɪ'laɪ ɒn ]  
to **remain** [rɪ'meɪn ]  
**remarkable** [rɪ'mɑ:kəbl ]  
to **remind** [rɪ'maɪnd ]  
to **replace** [rɪ'pleɪs ]  
**reputation** [ˌrepju'teɪʃn ]  
to **be responsible for**  
[bi rɪ'spɒnsəbl fɔ: ]  
to **require** [rɪ'kwaɪə ]  
**revenue** ['revənju: ]  
to **review** [rɪ'vju: ]  
**rhetorical question**  
[rɪ'tɔ:rɪkl 'kwɛstʃən]  
to **rise** [raɪz ]  
**road sign** ['rəʊd saɪn ]  
to **rocket** ['rɒkɪt ]  
**roughly** ['rʌfli ]  
**round-the-clock** [raʊnd ðə 'klɒk ]  
**row** [rəʊ ]  
**rude** [ru:d ]  
to **run into trouble**  
[rʌn into 'trʌbl ]  
to **run through** [rʌn 'θru: ]

## S

**sales force** ['seɪlz fɔ:s ]  
**satisfied with sth, to be ~**  
[bi 'sætɪsfaid wɪð ]  
**schedule, tight ~** [taɪt 'fedʒul ]  
**screen** [skri:n ]  
to **set up** [set 'ʌp ]  
**setback** ['setbæk ]  
**set-up** ['setʌp ]  
to **share** [ʃeə ]  
**shelving system** ['ʃelvɪŋ sɪstəm ]  
**significance** [sɪɡ'nɪfɪkəns ]  
to **simplify** ['sɪmplɪfaɪ ]  
**sketch** [sketʃ ]  
**ski rack** ['ski: ræk ]  
**slide** [slaɪd ]  
to **slow down your pace**  
[sləʊ daʊn jɔ: 'peɪs ]  
to **slump** [slʌmp ]  
**solution** [sə'lju:ʃn ]  
to **solve** [sɒlv ]

## Your language

**spare parts** [speə 'pɑ:ts ]  
**special needs school**  
[ˌspeʃl 'ni:dz sku:l ]  
to **spread** [sprɛd ]  
to **stand at** [stænd ət ]  
**state-of-the-art** [steɪt əv ði 'ɑ:t ]  
**steadily** ['stedɪli ]  
**step** [step ]  
to **stick to** ['stɪk tə ]  
to **store** [stɔ: ]  
**straight** [streɪt ]  
to **strengthen** ['streŋθən ]  
to **stress** [stres ]  
to **stretch** [stretʃ ]  
**subsidiary** [səb'sɪdiəri ]  
to **suit** [su:t ]  
to **sum up** [sʌm 'ʌp ]  
to **summarize** ['sʌməraɪz ]  
**supplier** [sə'plɑ:ə ]  
**support** [sə'pɔ:t ]  
to **suppose** [sə'pəʊz ]  
**surprisingly** [sə'praɪznɪli ]

## T

**table** ['teɪbl ]  
to **tackle** ['tækl ]  
to **take care of** [teɪk 'keə əv ]  
**taken over by, to be ~**  
[teɪkən 'əʊvə baɪ ]  
**takeover** ['teɪkəʊvə ]  
**target** ['tɑ:ɡɪt ]  
to **tease** [ti:z ]  
**technical drawing** [ˌteknɪkl 'draʊŋ ]  
to **tend to** ['tend tə ]  
**term** [tɜ:m ]  
**terms of payment**  
[ˌtɜ:mz əv 'peɪmənt ]  
**tied to, to be ~** [taɪd tə ]  
**time frame** [taɪm freɪm ]  
**time-consuming** [ˌtaɪmkən'sju:mɪŋ ]  
**traffic** ['træfɪk ]  
**transmission** [træns'mɪʃn ]  
**transparency** [træns'pærənsi ]  
to **treat** [tri:t ]  
**trial run** ['traɪəl rʌn ]  
**turnover** ['tɜ:nəʊvə ]

## U

to **underline** [ˌʌndə'laɪn ]  
**under-staffed** [ˌʌndə'sta:ft ]  
**uneven** [ʌn'ivn ]  
**unique** [ju'ni:k ]  
**up to sb, to be ~** [ʌp tə ]  
**upgrade** [ˌʌp'ɡreɪd ]  
**user rights** ['ju:zə raɪts ]  
**user-friendly** [ˌju:zə'frendli ]

## V

**valid** ['vælid ]  
**variable** ['veəriəbl ]  
**varied** ['veəriəd ]  
**various** ['veəriəs ]  
**vehicle** ['vi:kl ]  
**viable** ['viəəbl ]  
**video data projector**  
[ˌvɪdiəʊ deɪtə prɒ'dʒektə]

## W

to **wave** [weɪv ]  
**well over** [wel 'əʊvə ]  
**whatever** [wɒt'evə ]  
**whiteboard** ['waɪtbɔ:d ]  
**with regards to** [wɪð rɪ'ɡɑ:dz tə ]  
**with respect to** [wɪð rɪ'spekt tə ]  
**works council** [ˌwɜ:kz 'kaʊnsɪ ]

# Presentation trainer

## PREPARATION

### Checklist – Organization

Date & time: \_\_\_\_\_

Length of time for talk: \_\_\_\_\_

Questions at end? If yes, length of time for questions: \_\_\_\_\_

Place / Room: \_\_\_\_\_

Room set-up:


☐

☐

☐

Equipment needed: \_\_\_\_\_

Is it available? ☐ Does it work? ☐

#### Audience

|  |             |               |            |         |
|--|-------------|---------------|------------|---------|
| Number of people                       | 1–5         | 6–15          | 16–30      | over 30 |
| How much do they know about the topic? | nothing     | a bit         | a lot      |         |
| How well do I know them?               | not at all  | a little      | quite well |         |
| How formal?                            | very formal | formal        | informal   |         |
| Nationality/Culture?                   | same as me  | international |            |         |

#### Handouts

no ☐

yes/before talk ☐

at end of talk ☐

later (intranet/email) ☐

### Checklist – Contents

Topic: \_\_\_\_\_

#### Three main points

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

Purpose of talk: (What do I want to do?)

- ☐ Inform the audience
- ☐ Train the audience
- ☐ Sell something to the audience
- ☐ Persuade the audience to do something

Importance to audience: \_\_\_\_\_

What do I want audience to know by the end of talk: \_\_\_\_\_

#### Preparing visuals

How many visuals will I have? \_\_\_\_\_

Do they say (or show) what I want to say? ☐

Are they clear and simple to understand? ☐

Will the audience be able to read them (font size and colours)? ☐

Do they have effective headlines? ☐

Is there as little text as possible? ☐

Have I remembered the *rule of six*? ☐

**TRAINER****Introduction**

Welcome audience.

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---

Introduce yourself (name, position/function).

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---

State your topic.

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---

Say why your topic is important for the audience.

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Describe the structure of your talk (the main points and when you will be dealing with them).

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Say how long the talk will be.

---

---

Say when you will answer questions.

---

---

Say whether there are handouts.

---

---

**TIP**

Remember how to make effective openings: start with a rhetorical question, a story or an amazing fact, or give the audience a problem to think about.



## Main part

Briefly state your topic and objective(s) again.

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Then introduce your three (or two or ?) main points and give details.

### Main point 1:

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### Main point 2:

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### Main point 3:

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Signal the end of the main part.

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#### REMEMBER TO:

- signal the beginning of each part.
- talk about your topic.
- signal the end of each part.
- highlight the main points.
- summarize the main ideas.

#### BULLET CHARTS?

- Refer to points in the same order.
- Use the same key words and phrases as on your bullet charts.

#### GRAPHS, TABLES, PIE CHARTS, ETC?

- Start by telling your audience what the visual illustrates.
- Explain it if necessary.
- Highlight the key points.
- Say why these points are important (and explain the cause or effect).

**Conclusion**

Signal the end of your talk.

---



---

Summarize the key points.

---



---

Highlight one important point.

---



---

Explain the significance.

---



---

Make your final statement.

---



---

Invite questions.

---

**Dealing with questions**

What questions can I expect?

How can I answer them?

1

---



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2

---



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3

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4

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5

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6

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7

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8

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**TIP**

Remember how to make effective conclusions: end with a question or a quote from a famous person, finish a story you started at the beginning of your talk or call the audience to action.

**TIP**

**Remember, when answering questions during or after your talk:**

- Listen carefully and make sure you have understood the question correctly.
- Reformulate the question if necessary.
- If you want to postpone the question, say why politely.
- If you don't know the answer, say so and offer to find out.
- Answer irrelevant questions politely but briefly.
- Check that the questioner is satisfied with your answer.

## EVALUATION

## Checklist – Feedback

## Organization

## Was my presentation the right length?

too long ☐ too short ☐ just right ☐

## Was there time for questions at the end (if relevant)?

too long ☐ too short ☐ just right ☐

## TIP

Use this checklist after a practice talk or an actual talk to evaluate your own performance!

## Communication

## How was my body language?

good ☐ bad ☐ Why? \_\_\_\_\_

## How well did I deal with nervousness?

well ☐ not well ☐ Why? \_\_\_\_\_

## Did the audience understand me?

yes, all the time ☐ yes, most of the time ☐ yes, some of the time ☐ no ☐

## Did I have trouble expressing myself in English?

yes, all the time ☐ yes, most of the time ☐ yes, some of the time ☐ no ☐

## What were some words or phrases I needed but didn't know?

\_\_\_\_\_

\_\_\_\_\_

Look them up!

## Parts of the presentation

## Introduction

Did I tell the audience the purpose of my talk?

yes ☐no ☐

Did I explain the structure of my talk?

yes ☐no ☐

Did I tell the audience why the talk was relevant to them?

yes ☐no ☐

• How can I improve the introduction? \_\_\_\_\_

## Main part

Did I state my main points clearly?

yes ☐no ☐

Did I use effective signposting?

yes ☐no ☐

Did I emphasize key points?

yes ☐no ☐

Did I summarize key points after each section?

yes ☐no ☐

Did I present my visuals well?

yes ☐no ☐

• How can I improve the main part? \_\_\_\_\_

## Conclusion

Did I summarize the key points?

yes ☐no ☐

Did I tell the audience what to do (call to action)?

yes ☐no ☐

Did I leave a lasting impression?

yes ☐no ☐

• How can I improve the conclusion? \_\_\_\_\_

## Questions

How well did I deal with questions? very well ☐ well ☐ fairly well ☐ badly ☐

• Why? \_\_\_\_\_

• What questions were asked that I didn't anticipate? \_\_\_\_\_

• How can I improve the way I deal with questions? \_\_\_\_\_



## Useful phrases and vocabulary

### INTRODUCTION

#### Welcoming the audience

Good morning/afternoon, ladies and gentlemen.  
Hello/Hi everyone.

First of all, let me thank you all for coming here today.  
It's a pleasure to welcome you today.  
I'm happy/delighted that so many of you could make it today.  
It's good to see you all here.

#### Introducing yourself

Let me introduce myself. I'm Ann Brown from ...  
For those of you who don't know me, my name is ...  
Let me just start by introducing myself. My name is ...

#### Giving your position, function, department, company

As some of you know, I'm the purchasing manager.  
I'm the key account manager here and am responsible for ...  
I'm here in my function as the head of ...  
I'm the project manager in charge of ...

#### Introducing your topic

What I'd like to present to you today is ...  
I'm here today to present ...  
Today's topic is ...  
The subject/topic of my presentation is ...  
In my presentation I would like to report on ...  
In my talk I'll tell you about ...  
Today I'm going to talk about ...  
I'll be talking about ...

#### Saying why your topic is relevant for your audience

Today's topic is of particular interest to those of you/us who ...  
My talk is particularly relevant to those of us who ...  
My topic is/will be very important for you because ...  
By the end of this talk you will be familiar with ...

#### Stating your purpose

The purpose/objective/aim of this presentation is to ...  
Our goal is to determine how/the best way to ...  
What I want to show you is ...  
My objective is to ...  
Today I'd like to give you an overview of ...  
Today I'll be showing you/reporting on ...  
I'd like to update you on/inform you about ...  
During the next few hours we'll be ...

#### Structuring

I've divided my presentation into three (main) parts.  
In my presentation I'll focus on three major issues.

#### Sequencing

Point one deals with ..., point two ..., and point three ...  
First, I'll be looking at ..., second ..., and third ...  
I'll begin/start off by ... Then I'll move on to ...  
Then/Next/After that ...  
I'll end with ...

#### Timing

My presentation will take about 30 minutes.  
It will take about 20 minutes to cover these issues.  
This won't take more than ...

#### Handouts

Does everybody have a handout/brochure/copy of the report? Please take one and pass them on.  
Don't worry about taking notes. I've put all the important statistics on a handout for you.  
I'll be handing out copies of the slides at the end of my talk.  
I can email the PowerPoint presentation to anybody who wants it.

#### Questions

There will be time for questions after my presentation.  
We will have about 10 minutes for questions in the question and answer period.  
If you have any questions, feel free to interrupt me at any time.  
Feel free to ask questions at any time during my talk.

### EFFECTIVE OPENINGS

#### Rhetorical questions

Is market research important for brand development?  
Do we really need quality assurance?

#### Interesting facts

According to an article I read recently, ...  
Did you know that ... ?  
I'd like to share an amazing fact/figure with you.

#### Stories and anecdotes

I remember when I attended a meeting in Paris, ...  
At a conference in Madrid, I was once asked the following question: ...  
Let me tell you what happened to me ...

#### Problem to think about

Suppose you wanted to ... . How would you go about it?  
Imagine you had to ... . What would be your first step?

**THE MIDDLE/MAIN PART****Saying what is coming**

In this part of my presentation, I'd like to talk about ...  
So, let me first give you a brief overview.

**Indicating the end of a section**

This brings me to the end of my first point.  
So much for point two.  
So, that's the background on ...  
That's all I wanted to say about ...

**Summarizing a point**

Before I move on, I'd like to recap the main points.  
Let me briefly summarize the main issues.  
I'd like to summarize what I've said so far ...

**Moving to the next point**

This leads directly to my next point.  
This brings us to the next question.  
Let's now move on/turn to ...  
After examining this point, let's turn to ...  
Let's now take a look at ...

**Going back**

As I said/mentioned earlier, ...  
Let me come back to what I said before ...  
Let's go back to what we were discussing earlier.  
As I've already explained, ...  
As I pointed out in the first section, ...

**Referring to other points**

I have a question in connection with/concerning payment.  
There are a few problems regarding the quality.  
With respect/regard to planning, we need more background information.  
According to the survey, our customer service needs reviewing.

**Adding ideas**

In addition to this, I'd like to say that our IT business is going very well.  
Moreover/Furthermore, there are other interesting facts we should take a look at.  
Apart from being too expensive, this model is too big.

**Talking about (difficult) issues**

I think we first need to identify the problem.  
Of course we'll have to clarify a few points before we start.  
We will have to deal with the problem of increasing prices.  
How shall we cope with unfair business practices?  
The question is: why don't we tackle the distribution problems?  
If we don't solve this problem now, we'll get/run into serious trouble soon.  
We will have to take care of this problem now.  
We are currently having difficulties with ...

**Rhetorical questions**

What conclusion can we draw from this?  
So, what does this mean?  
So, just how good are the results?  
So, how are we going to deal with this increase?

So, where do we go from here?  
Why do I say that? Because ...  
Do we really want to miss this opportunity to ...?

**DESCRIBING VISUALS****Introducing a visual**

Let's now look at the next slide which shows ...  
To illustrate this, let's have a closer look at ...  
The chart on the following slide shows ...  
I have a slide here that shows ...  
The problem is illustrated in the next bar chart ...  
According to this graph, our net profit has doubled.  
You can see the test results in this table.  
As you can see here, ...

**Explaining a visual**

First, let me quickly explain the graph.  
You can see that different colours have been used to indicate ...  
The new models are listed across the bottom.  
The biggest segment indicates ...  
The key in the bottom left-hand corner ...

**Highlighting information**

I'd like to stress/highlight/emphasize the following point(s).  
I'd like to start by drawing your attention to ...  
Let me point out that ...  
I think you'll be surprised to see that ...  
I'd like you to focus your attention on ...  
What's really important here is ...  
What I'd like to point out here is ...  
Let's look more closely at ...

**Describing trends**

Sales increased slightly in summer.  
Consumer spending fell/declined sharply.  
Interest rates have risen steadily.  
Food prices went up significantly.  
There was a sudden increase in prices.  
In August, we saw a moderate fall.  
This was followed by a gradual decline.  
There was a sharp slump in sales.  
Ticket sales have started picking up.

**Explaining purpose**

We introduced this method to increase flexibility.  
The purpose of this step is to expand to foreign markets.  
Our aim was to ...

**Explaining cause and effect**

What's the reason for this drastic decrease?  
The unexpected drop was caused by ...  
This was because of ...  
As a consequence/Consequently, sales went up significantly.  
As a result ...  
The venture resulted in a sharp fall in share prices.  
Our new strategy has led to an increase of 10%.



**CONCLUSION****Indicating the end of your talk**

I'm now approaching/nearing the end of my presentation.

Well, this brings me to the end of my presentation.

That covers just about everything I wanted to say about ...

OK, I think that's everything I wanted to say about ...

As a final point, I'd like to ...

Finally, I'd like to highlight one key issue.

**Summarizing points**

Before I stop, let me go over the key issues again.

Just to summarize the main points of my talk ...

I'd like to run through my main points again ...

To conclude/In conclusion, I'd like to ...

To sum up (then), we ...

**Making recommendations**

We'd suggest ...

We therefore (strongly) recommend that ...

In my opinion, we should ...

Based on the figures we have, I'm quite certain that ...

**Inviting questions**

Are there any questions?

We just have time for a few questions.

And now I'll be happy to answer any questions you may have.

**EFFECTIVE CONCLUSIONS****Quoting a well-known person**

As ... once said, ...

To quote a well-known businessman, ...

To put it in the words of ...

**Referring back to the beginning**

Remember what I said at the beginning of my talk today?

Let me just go back to the story I told you earlier.

Remember, ...

**DEALING WITH QUESTIONS****Clarifying questions**

I'm afraid I didn't (quite) catch that.

I'm sorry, could you repeat your question, please?

So, if I understood you correctly, you would like to know whether ...

So, in other words you would like to know whether ...

If I could just rephrase your question. You'd like to know ...

Does that answer your question?

**Avoiding giving an answer**

If you don't mind, could we discuss that on another occasion?

I'm afraid that's not really what we're discussing today.

Well, actually I'd prefer not to discuss that today.

**Admitting you don't know**

Sorry, I don't know that off the top of my head.

I'm afraid I'm not in a position to answer that question at the moment.

I'm afraid I don't know the answer to your question, but I'll try to find out for you.

Sorry, that's not my field. But I'm sure Peter Bott from Sales could answer your question.

**Postponing questions**

If you don't mind, I'll deal with/come back to this point later in my presentation.

Can we get back to this point a bit later?

I'd prefer to answer your question in the course of my presentation.

Would you mind waiting until the question and answer session at the end?

Perhaps we could go over this after the presentation.

**Summarizing after interruptions**

Before we go on, let me briefly summarize the points we've discussed.

So, now I'd like to return to what we were discussing earlier.

**USEFUL WORDS (IN CONTEXT)**

|               |  |
|---------------|--|
| to clarify    | Before we go on, let me clarify one point.               |
| to focus on   | We need to focus on customer service.                    |
| to highlight  | Let me highlight the following points.                   |
| to illustrate | This chart illustrates our success story.                |
| to indicate   | The figures on the left indicate sales in France.        |
| to lead to    | This leads to my next point.                             |
| to mention    | As I mentioned earlier, our staff is well-qualified.     |
| to move on to | Let's now move on to the next question.                  |
| to note       | Please note that prices rose slightly.                   |
| to notice     | You'll notice a sharp drop in August.                    |
| to pass on    | Here are the handouts. Please take one and pass them on. |
| to rise       | House prices rose by 5% last year.                       |
| to solve      | How can we solve this problem?                           |
| to summarize  | Before I go on, let me summarize the key issues.         |
| to update     | I'd like to update you on the project status.            |